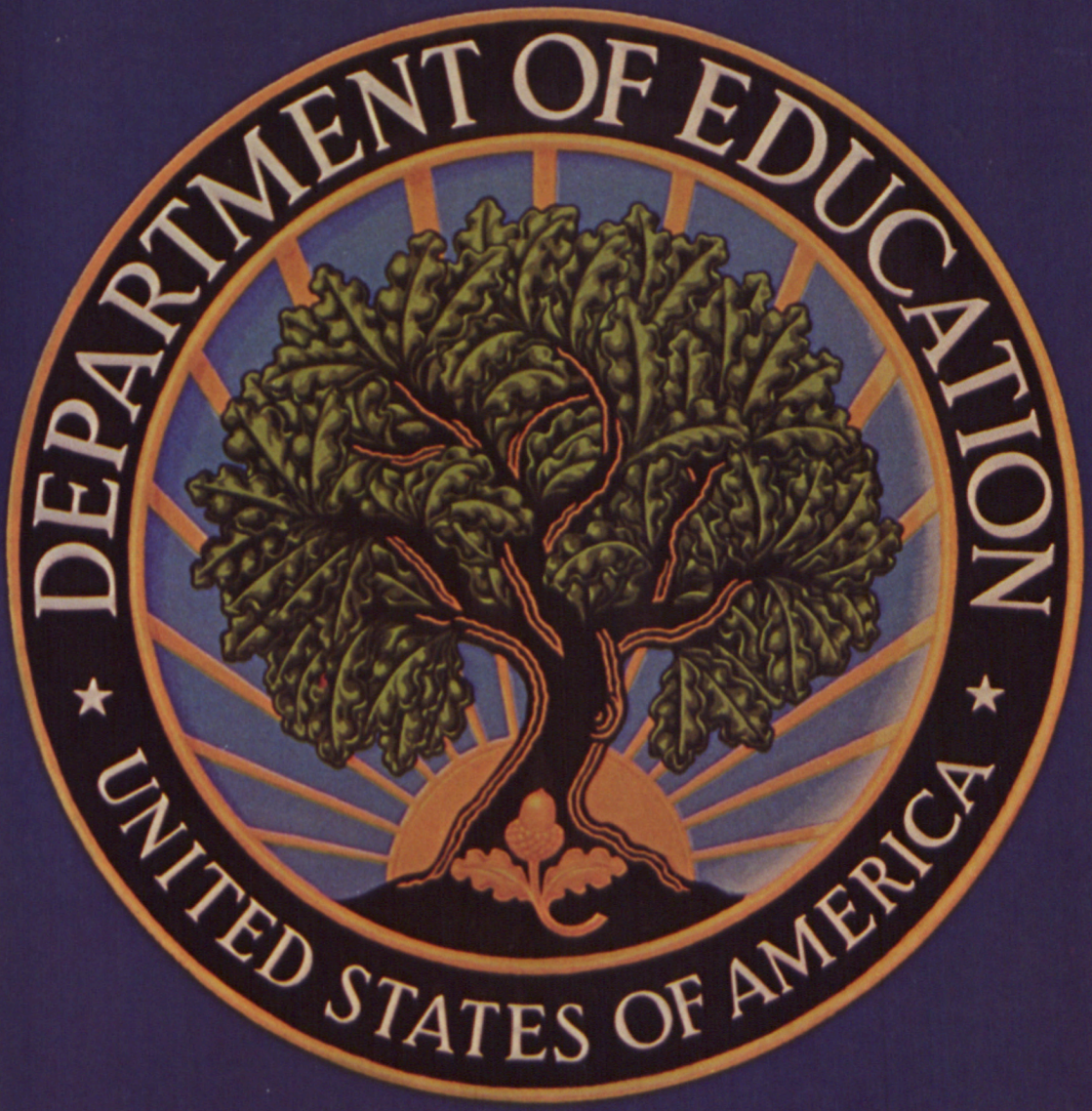
TODAY'S EDUCATION

Journal of the NATIONAL EDUCATION ASSOCIATION

September-October 1980

SOCIAL STUDIES EDITION



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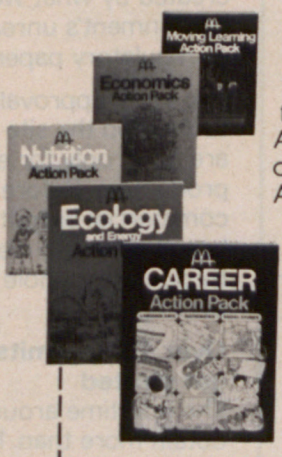

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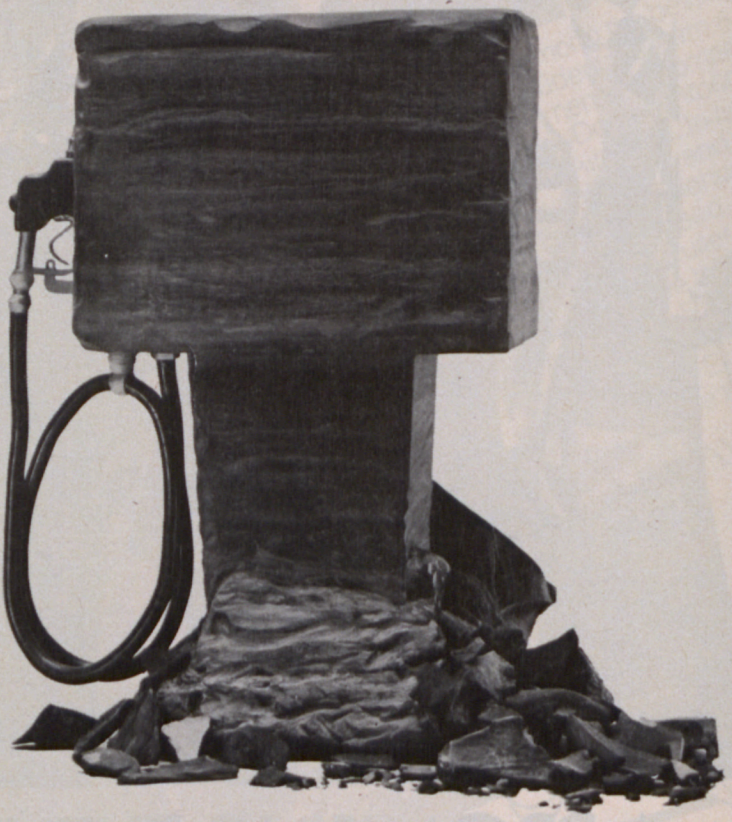

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The Journal of the NATIONAL EDUCATION ASSOCIATION

September-October 1980, Volume 69, Number 3

SOCIAL STUDIES EDITION

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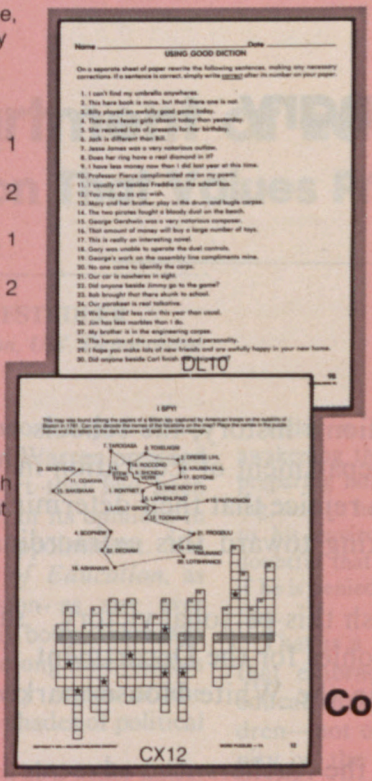

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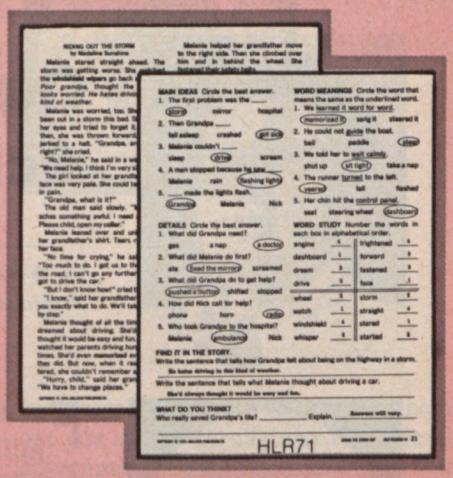

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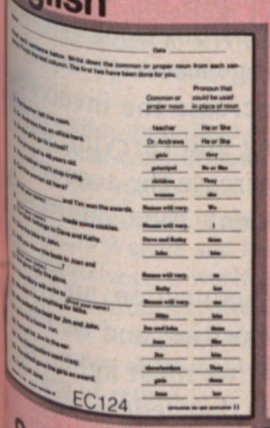

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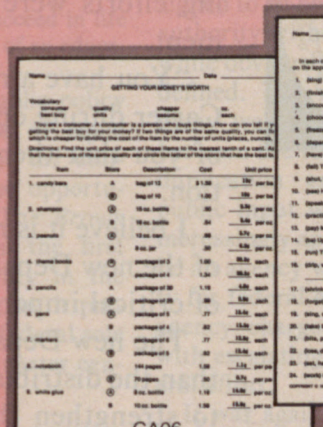

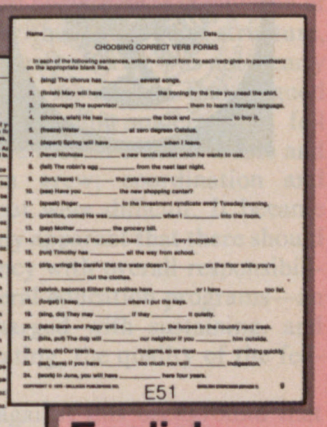

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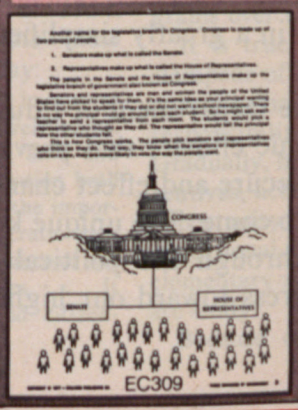

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Editorial

Our Extraordinary Achievement

By WILLARD McGUIRE
President, NEA.

For the first time in our nation's history, the schools will open this fall with a Cabinet-level Department of Education in Washington, DC. Teachers everywhere can rejoice that their determined and untiring efforts were key in working toward this extraordinary achievement.

"You have a right to cherish this personal victory," said President Carter during opening ceremonies for the Department. "It is because of you that there is a chair in the White House marked for education."

I believe it is now up to us, the teachers who advocated the creation of the new Department, to ensure its success in carrying out a mission of critical importance to the future of this nation.

The new Department of Education will be responsible for far more than the distribution of federal assistance. Its charge from Congress is to strengthen the federal commitment to ensuring access to equal educational opportunity for every individual; to increase the involvement of teachers, parents, and students in planning and carrying out federal programs; to spur better research; and to increase the accountability of federal education programs to the President, the Congress, and the public.

We fought hard to increase the visibility of education and to enhance its position among the nation's highest priorities, and we did so in the political arena. It is in that same arena that we must fight and win the battles ahead—convincing elected officials that federal assistance must be increased but in a greatly simplified and more coordinated way than in the past.

Our victory in securing the Department of Education is not diminished by the difficult economic climate that prevails today. We have won a great opportunity to secure and effect changes of monumental importance for generations to come. The unique knowledge and influence of teachers working through the political system can, and I believe will, accelerate progress toward our highest goals for public education. □

A Department of Education for a Nation That Values Progress

By SHIRLEY M. HUFSTEDLER
Secretary of Education, U.S. Department of Education.

Twenty-six years ago this past June, Chief Justice Earl Warren presided over a Supreme Court that had been divided in 82 percent of its opinions in the year before his appointment. Yet in *Brown* v. *Board of Education*, as momentous a decision as any ever handed down by that body, there was not a single dissent among nine justices who represented every region of the country and as many shades of political opinion.

We think of *Brown* as a great moral landmark, and certainly it is that. The Court banned racial discrimination in public schools and reinforced the guarantee of equal protection for all persons seeking access to services or facilities supplied by the state to any of its citizens.

But *Brown* is more than a testament to our national commitment to human rights. It also stands as a measure of the place of education in the real world in which Earl Warren and his brethren found themselves—a world that, even 1954, bore little resemblance to the nostalgic, not to say mythical, country to which some short-sighted thinkers would have us return.

In that historic opinion of 1954, Chief Justice Warren wrote these words that move us to this day:

> Education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities. . . . It is the very foundation of good citizenship. . . .

Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days it is doubtful that any child can succeed in life if he is denied the opportunity of an education.

That is a statement of public policy that embraces a guarantee of equal educational opportunity for *all* children—not only those denied opportunity on the basis of race. The *Brown* decision made explicit for the first time a national responsibility in the area of education. In doing so, it presaged the development of a federal role in education over the next quarter century.

The federal role has developed in response both to constitutional requirements and to truly national problems—problems that transcend the scope or the resources of state and local governments. It is also fair to say that much of that development has come in response to crisis situations. Desegregation, Sputnik, and concerns for urban and rural poverty all gave birth to important educational programs over the last three decades.

It is true that there was hardly a stampede of support by the offices and agencies charged with carrying out the responsibilities of those programs. Gradually, however, legislators and executives, acting as guarantors of equal opportunity, created a whole array of educational support programs—from elementary school through postgraduate study.

Because of the diversity of these programs, the burden of carrying them out was spread throughout the federal government. Some responsibilities fell to existing agencies; others were assigned to ad hoc bodies. The division of authority within the federal structure, while obviously altered, was not clearly defined. The result was that a good many well-meaning undertakings fell between the federal cracks. Waste and duplication grew; coordination and public input were difficult. It became increasingly apparent that there should be an agency with overall responsibility for federal education programs—an agency charged with sustaining, and with escalating, the quality of the federal effort.

It was against this background that President Carter moved to establish the new Department of Education at Cabinet level. His decision reflected his own deep personal commitment to public education and his recognition that we must find a means of improving and coordinating federal efforts to provide effective support for the nation's educational structure.

I was surprised when the President asked me to take charge of this new enterprise. But I accepted readily, because I believe every word Earl Warren wrote about the ultimate dependence of our democratic system upon our public schools. And I accepted, too, because I also believe that a crisis of public confidence besets our public schools today. I took on the task of marshaling federal resources to assist educational efforts at the state and local level with the firm conviction that

it was a job that could and should be done. I have not changed my mind despite those who told me that it couldn't and shouldn't.

Many of those who opposed the creation of the new Department of Education say that the best answer to our educational problems is to put things back as they used to be. There is a certain wistful appeal to that notion which I can readily understand. Many members of my generation cling to an idealized memory of the Little Red Schoolhouses of our childhoods. Never mind that our nostalgia distorts the past, gently concealing the less pleasant realities. If we long for the schools of the 1950's, it is because we did not pass that era with Mrs. Brown and other Black parents on the wrong side—the left-out side—of the tracks in Topeka, Kansas.

I find indulging in this kind of nostalgia remarkable in an age when people have actually walked on the moon. It would make about as much sense to abandon the federal responsibility for education in today's world as it would to dismantle the Pentagon and rely for our common defense on the flintlocks that the Constitution guarantees us the right to bear.

The first rocket that propelled men into space was a symbol of the technological revolution that has transformed all our institutions in the span of a single generation. And it was this, rather than the intent of the men and women who pass and interpret our laws, that first created the symbiotic relationship between our educational institutions and the federal government. The interchange with the universities that ushered in the Space Age also spilled over to the public schools when it was realized that mathematical skills are no longer a luxury of the upper classes but the basis of the nation's survival.

At the same time, our culture was being literally reshaped by impersonal forces—the demographic shift from a predominantly rural to a predominantly urban people, the radical advances in production and distribution that have brought us into what is being called a postindustrial era, the social revolution sometimes called the women's movement.

None of our institutions, including the family, has escaped the impact of these revolutions. Changes in the family have directly affected the schools, which remain an institutional adjunct sharing parental responsibility for acculturating the young. When the public schools first came into their own in the early decades of this century, the standard American family was made up of father as breadwinner, mother as housewife, and some children. Today that standard applies to only 13 percent of American families.

Neither wishful thinking nor political rhetoric will alter such basic changes in our society. I wish that we could solve all our educational problems by turning back our clocks or by getting back to the basics or by obliterating the Department of Education. But, as was said long ago, while there is a simple answer to every complex question, it is, unfortunately, always wrong. We will do better to devote our energies to the more difficult, but more productive, task of equipping our children to cope with the world they live in today, as well as the one they will live in tomorrow—not the one we recall so fondly, and so inaccurately, from yesterday.

The encouraging thing is that, as I have gone out among the schools since taking on this new assignment, I have found that people are doing exactly that. All those involved day-to-day with the educational process—and I include parents along with administrators, teachers, and students—are working hard to build the best possible schools in a changing society.

Those who take the time to visit schools may find some horror stories, but if they get close enough they will also find dedicated, hard-working educators who are trying, with considerable success, to adapt their skills and techniques to the realities of an age that, by its nature, invalidates the simplistic demands that beset school boards and administrators—and paralyzes politicians.

In celebration of precisely that kind of continuing growth and vitality on every level of American education, the new Department of Education embarked on a week-long Salute to Learning last May. The idea for this celebration emerged from the nationwide desire to be a part of a tribute to education, and there were festivities all over the country.

As part of the celebration, we praised the new Department of Education, but we reserved our highest praise and our most joyous celebration for the incredible achievements of American education over the past two centuries—and for the dedicated individuals who worked to make them possible. At the same time, we saluted the people and the schools who are carrying on that tradition today and those who will extend it into the future.

We Americans have always been proud of our past, but we have never wanted to live there. In education, as in all things, we have been a nation that values progress, that strains for a glimpse of the future. Long ago, a Greek philosopher, Heraclitus, said, "You cannot step twice into the same river, for other waters are continually flowing on." The people of this country understand those words perfectly. Those who aspire to lead us would do well to ponder their meaning. □

Mrs. Hufstedler spoke at greater length on this subject at the National Press Club in Washington, DC, on May 1, 1980.

"Where am I headed?"

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The "Careers for a Changing World" program includes:

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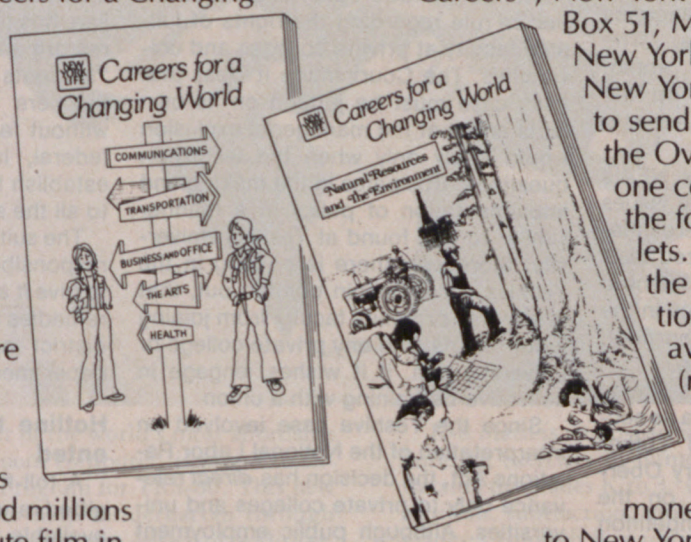
2. Fourteen Career Booklets. Each booklet includes occupational categories listed by the U.S. Office of Education. Available currently are: "Business and Office"; "The Arts"; "Health Care"; "Hospitality and Recreation"; "Transportation"; "Natural Resources and the Environment"; "Manufacturing"; "Construction"; "Communications and Media"; "Agribusiness"; "Marketing and Distribution"; "Public Service" and "Consumer Services and Homemaking." "Making the Most of Your Job Interview" contains helpful information on how to put your best foot forward when applying for work.
3. A 28-Minute Motion Picture entitled, "What Will I Do With My Time?" This 16mm color film features working people discussing their career choices and high school students discussing their own career hopes and doubts. The film is available to teachers on a free-loan basis. You should order at least three months before you plan to use the film. Orders should be addressed to: "Careers", New York Life Insurance Company, Box 51, Madison Square Station, New York, N.Y. 10010.



New York Life will be happy to send you–free–a copy of the Overview booklet and one copy of any or all of the fourteen career booklets. Just fill out and mail the coupon below. Additional booklets are available at 10¢ each (minimum order of 10). To purchase additional copies, send check or money order payable to New York Life Insurance Company. No cash please.

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CIRCLE QUICK-ACTION CARD NO. 47

Trends

NEA RA Backs Carter for President, Discusses School Issues

In a secret ballot, delegates to the NEA Representative Assembly (RA) in Los Angeles voted by more than 3 to 1 to endorse the candidacy of Jimmy Carter in the 1980 presidential elections. The RA had endorsed Carter for President in 1976 also.

On July 3, President Carter addressed the RA, receiving NEA's annual Friend of Education Award for his leadership in directing the nation's energies toward improving the schools. "The quality of education," Carter noted, "depends first and foremost on the morale and effectiveness of the classroom teacher."

Besides voting to back Carter, NEA's fifty-ninth RA discussed several issues that affect education. Topics were inflation and tax reform, standardized testing, education of the gifted and talented and of the handicapped, violence in the schools, teacher stress and burnout, and teacher supply and demand.

In NEA elections, delegates chose Mary Hatwood Futrell of Virginia as secretary-treasurer and selected Luther Burse of Pennsylvania and Gary Obermeyer of Nebraska to serve on the Executive Committee. In competition for at-large positions on the Board of Directors, Billie Nave Masters of California won the ethnic minority place and Pete V. Treibley of Maryland won the administrator's seat.

(For more information about the annual meeting, see the September issue of the *NEA Reporter.*)

NEA Will Award $2,500 Fellowships

Teachers and local associations can now apply for 1981 Hilda Maehling Fellowships of up to $2,500. Grants are awarded for projects that develop professional association work, human relations, curriculum and instruction, or professional tools and techniques. Individual classroom teachers, groups of teachers, and local associations are eligible.

Deadline for applications is December 1. Winners will be announced in April 1981.

For further information and applications, write—Hilda Maehling Fellowships, NEA Center, 1201 Sixteenth St., N.W., Washington, DC 20036.

The Yeshiva Decision: Impact on Faculty Unions

On February 20, 1980, the U.S. Supreme Court held that Yeshiva University, a private four-year institution, was not required to bargain with the union representing its full-time faculty. Finding that the Yeshiva faculty is "in effect, substantially and pervasively operating the enterprise," the Court concluded that the faculty is endowed with "managerial status" sufficient to remove it from the coverage of the National Labor Relations Act. NEA had filed an *amicus curiae* (friend-of-the-court) brief supporting the right of the faculty union to engage in bargaining.

NEA General Counsel Robert Chanin noted that the Court did not announce a *per se* rule regarding the rights of full-time faculty at private colleges and universities. The Court made it clear that each case must be judged on its own facts and that the managerial exclusion would apply only when the faculty in question participates in the making and implementation of policy in a manner similar to that found at Yeshiva University. Moreover, there is nothing in the Yeshiva case, Chanin pointed out, that in any way prohibits faculty from joining labor unions, and any private college or university can, if it wishes, engage in collective bargaining with a union.

Since the Yeshiva case involved an interpretation of the National Labor Relations Act, the decision has *direct* relevance only to private colleges and universities. Although public employment relations boards often are influenced by private sector developments in dealing with public colleges and universities under state public employee collective bargaining statutes, Chanin predicted that the carry-over effect in the present instance would be minimal.

Coaching Improves SAT Scores

Coaching can substantially improve students' scores on the *Scholastic Aptitude Test (SAT),* according to research published in the *Harvard Educational Review. SAT's* are also less accurate predictors of college performance than high school performance and achievement test scores, the article says. The authors, Warner V. Slack and Douglas Porter, maintain that the *SAT* really measures learned skills, not aptitude, and thus is unfair to students who can't get special preparation.

AEW Points to Future

The theme for this year's observance of American Education Week is "Education in the 80's—Preparation for the Future." AEW will be observed during the week of November 16 to 22.

Cosponsors of AEW are NEA, the National Congress of Parents and Teachers, the American Legion, the National School Boards Association, and the U.S. Department of Education.

For information about ordering materials NEA has prepared for AEW, write to AEW, Saw Mill Road, West Haven, CT 06516 or call (203) 934-2669 (9 a.m. to 5 p.m. Eastern time).

California Official Sues "Unsafe" Los Angeles Schools

Contending that compulsory attendance laws consign students to unsafe conditions without due process, California's attorney general, George Deukmejian, has filed what he calls "a lawsuit to restore safety in the schools" so that "students can pursue their learning and teachers can conduct their teaching without fear." Based on California, not federal, law the suit is intended to establish legal principles that will apply to all the state's school districts.

The suit alleges that the public bodies responsible for school safety have failed to give it a high enough priority. It seeks remedies to be carried out by the school district administration, the probation department, and city officials.

Hotline to ED on Gifted and Talented

A toll-free hotline for information on gifted and talented education is now available through the U.S. Department of Education. The service provides telephone information and mailed responses to inquiries in both Spanish and English.

Three information packets—for teachers, for parents, and for the general public—are available on request. The service also describes research projects and provides referrals to experts in the field.

For more information, call (800) 424-2861, or 659-4093 in the District of Columbia.

Tuition Tax Credit Plans Offer Little to Poor, Minorities

Tuition tax credit plans for elementary and secondary education would benefit wealthy White families far more than any others, according to a government study. Nearly 90 percent of private school students are White; students from families making more than $25,000 a year are five times as likely to go to private schools as children from families with $5,000 annual income; and families making more than $25,000

(continued on page 12)

New Educational Program for TRS-80™ Computers

An Important Announcement for Math Teachers from Radio Shack

Radio Shack, builder of the world's most affordable and widely used classroom computer, is proud to announce the K-8 Math Program for TRS-80. This new program is designed to help kindergarten through eighth grade students master the basics of addition, subtraction, multiplication and division. On both cassettes and diskettes, it is ideal for use with regular stand-alone Level II, 16K TRS-80s or with the new Network I System that allows up to 16 TRS-80s to be connected to one TRS-80 disk system — eliminating the need for student loading of cassettes!

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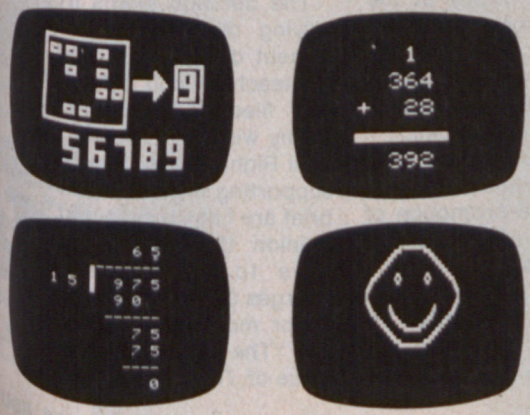
K-8 Math is only $199.00* (Cat. No. 26-1715). For more information on K-8 and TRS-80 computer systems for education, visit your nearest Radio Shack outlet.

*Retail prices may vary at individual stores and dealers.



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would collect from 24 to 33 percent of the tax credits at the elementary level and 41 percent at the secondary level.

For a copy of *Tuition Tax Credits for Elementary and Secondary Education: Some New Evidence on Who Would Benefit,* write to Sandra Richardson, U.S. Department of Education, Room 3147, FOB 6, 400 Maryland Ave., S.W., Washington, DC 20202.

Americans Like Social Security

Social Security is popular, found a study conducted for the Congress's National Commission on Social Security. In fact, 77 percent of Americans would join the system voluntarily. If given the choice, 63 percent would rather pay higher Social Security taxes, while only 15 percent would prefer reducing benefits.

Survey respondents would rather raise more money for Social Security by raising the Social Security tax than by instituting a new value-added tax (national sales tax) or by taking money from income tax revenues.

More than half of the respondents, however, had little or no confidence that the system would have the money to pay benefits by the time they reached retirement age.

President Carter Appoints NEA Members to Policy Groups

President Carter has appointed three NEA members to two important national councils. Jon L. Harkness, a high school science teacher and curriculum consultant in Wausau, Wisconsin, will serve on the National Council on Educational Research, the top policymaking body of the National Institute of Education.

Appointed to the National Advisory Council for the Education of Disadvantaged Children were Akiko Kurose, a Seattle kindergarten teacher and civil rights activist, and Lucille Santos, a former teacher who is now deputy assistant superintendent in the San Antonio (Texas) Independent School District.

Education Gets Top Dollars from Grant Foundations

During 1979, educational institutions again led the field of grant recipients. They received $312 million of the $1.09 billion in grants available through the 400 major U.S. funding organizations. Of the $312 million, $40.5 million or 13 percent is listed as having gone to elementary or secondary education institutions. There is no indication, however, of whether these receiving institutions were in the public or private sector. Health and science institutions received $212 and $211 million in grant funds.

These statistics, compiled by the Foundation Center, are included in *The Foundation Grants Index*—a comprehensive guide to the patterns of grant-funding organizations. It may be ordered for $27 from the Foundation Center, 888 Seventh Ave., New York 10106.

National Teachers' Organizations Meet with Intergovernmental Group

Representatives of 25 national teachers' organizations met in Paris with officials of the Organization for Economic Cooperation and Development (OECD), which groups Australia, Canada, Japan, New Zealand, the United States, and 19 industrialized nations in Europe. The participants, including NEA vice-president Bernie Freitag, represented more than 3 million teachers in OECD member countries.

The group reviewed OECD's work in education, especially its policies on teachers in a period of retrenchment and the relationship between education and employment in a period of falling job opportunities. OECD officials were interested in creating a new balance between education, work, and leisure. OECD's present work on teacher policy is being completed with an intergovernmental conference this fall.

Japan Teachers Union Receives NEA Peace Trophy

The Japan Teachers Union (JTU) has received the annual NEA Peace Trophy in praise of its work for education for peace, for peaceful settlement of international disputes, and for peace through international cooperation. NEA representatives Judy Rohde and Carl Downing presented the trophy at the Annual National Assembly of Educational Research of the JTU and the Japan Upper Secondary School Teachers' Union. The Assembly was held in Kochi City on the island of Shikoku.

In his address to the Assembly, JTU President Motofumi Makieda noted that JTU is committed to the promotion of education on the basis of democracy, peace, and human rights.

PTA Names 10 Best Family TV Shows

For the first time, the National PTA has presented awards to the producers of the 10 best prime-time TV programs for family viewing.

The awards went to the producers of *Little House on the Prairie, 60 Minutes, Prime Time Saturday, The Waltons, Quincy, CBS Specials, White Shadow, Eight Is Enough, 20/20,* and *Salvage-1.*

Criteria for the awards were positive contribution to the quality of life in America, lack of offensive content, and high artistic and technical merit.

Agriculture Department Regulates Use of Some Junk Foods in Schools

The U.S. Department of Agriculture (USDA) has decided that schools may not allow certain foods to compete with the more nutritious school meals. After three years and two sets of proposed regulations, USDA has determined that as of July 1, 1980, water ices, soda water (carbonated beverages), chewing gum, and certain candies—hard candies, jellies and gums, marshmallow candies, fondants, licorice, spun candies, and candy-coated popcorn—must not be sold until after the last lunch of the day is served.

USDA says none of those foods provides, in 100 calories, 5 percent of the Recommended Daily Allowance of any of the eight important nutrients—the USDA standard used to define so-called "junk food."

For further information and copies of the USDA ruling, write to Stanley C. Garnett, School Programs Division, USDA-FNS, Washington, DC 20250.

No Hiding for Local Government Bodies that Violate Rights

The U.S. Supreme Court has made money damages easier to obtain in civil rights cases brought by employees against local government agencies. The Court ruled that local government bodies may not hide behind a defense of good faith when sued for monetary relief based on constitutional violations.

The decision stems from a case involving dismissal of a police officer without due process and is significant for teachers and school boards. NEA had filed a friend-of-the-court brief jointly with the Lawyers Committee for Civil Rights under Law. The theory and supporting arguments advanced in the brief are heavily reflected in the Court's opinion that government bodies will have to respond substantially to charges of unconstitutional behavior.

For more information on this topic, see "The Teacher and the Law" in this issue of *Today's Education.* □

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N00500. "Science Principles and Gas Appliances with Experiments." A 32-page booklet on scientific principles employed in home heater, water heater, range, clothes dryer, incinerator, and air conditioner. With 12 classroom experiments, materials for overhead projection, and sample report sheet. Grades 7-9.

N00085. "Experiments: Properties of Gas and Heat Energy." Seventeen experiments on properties of gas and 14 experiments on heat energy. Prepared on spirit-duplicating masters for easy reproduction for teacher and student use. Grades 7-12.

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Educational Services, American Gas Association, Dept. TE-90, 1515 Wilson Blvd., Arlington, Va. 22209

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Letters

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

Have You Seen This Child?

A small blonde boy named Etan Patz disappeared without a trace in New York City, on the morning of May 25, 1979. As Etan walked to the school bus stop only one-and-a-half blocks from his home, a mailman noticed him. That was the last time anyone saw Etan.

At that time, Etan was six years old and small for his age. Now, 16 months after his disappearance, he would be almost eight years old and could be anywhere—possibly in your school. He may have a different name, and his hair may no longer be blonde.

If you suspect that a child in your school is Etan Patz, call the New York City Police Department (212) 374-6913. Etan's parents and the police have not given up hope of finding Etan. Any clue—no matter how minor—should be reported.

—Bill Butler, *detective, Missing Persons Squad, New York City Police Department.*

Violence in the Schools

In the April-May special feature, "What Can Schools Do About Violence?" *Today's Education* ignores the victim, just as society—including the schools—ignores the victim.

We must reorder our priorities. We must not be so busy protecting the rights of the accused that we leave the victims to their own devices.

Take a hypothetical case of a 13-year-old boy who is attacked and beaten by an older schoolmate on the way home from school. If the victim identifies his attacker, he will probably be subjected to more violence and harassment. While the accused attacker is assured all the protection of due process, the victim is left alone to deal with his fear and vulnerability.

Schools and communities should develop means to protect the victim's right to a speedy return to normalcy.

—Harry E. Slaughter, *art teacher, Annapolis (Maryland) Junior High School.*

Confusing discipline with—and using it as—punishment creates problems. Teachers should discipline students for their actions but not pass judgment on them as persons. Students want discipline that is fair, firm, friendly, and consistent. It helps them acquire internal control over their own lives.

—Stephen J. Kelly, *director of training, Municipal Police Training Council, Connecticut Police Academy, Meriden.*

Standardized Tests: Pro and Con

My three oldest children have taken the *Scholastic Aptitude Test* (*SAT*), and two of them were National Merit finalists. Until I read "The Reign of ETS" (April-May), I liked to think that the *SAT* was somewhat a measure of their inherited "brainpower." Woe is me; now I discover that, instead, the *SAT* is just a measure of family income. If that assessment is accurate, then it proves once again that teachers' pay isn't what it should be—which, when I think about it, makes me feel even more depressed!

—Frederic C. Matcheck, *business education teacher, Huron High School, Ann Arbor, Michigan.*

I have been an elementary school teacher in a central New Jersey school system for seven years.

After completing my master's degree program at a New Jersey state college with a 3.84 average for all graduate course work, I applied to a Rutgers State University doctoral program and was denied admission because my *Graduate Record Examination* (*GRE*) scores fell below the required level.

Not to be deterred, I entered and completed with all *A*'s and *B*'s a post-master's program in a private but accredited university out of state. When I reapplied to that university for its doctoral program, I was refused, because my *GRE* scores were below 1100. I then enrolled in a workshop course to improve my scores, but after taking the *GRE* more than seven times, I still cannot reach the "minimum requirement." I have given up—ETS has won.

I applaud *Today's Education* for drawing attention to this bureaucratic, dehumanizing system of testing.

—*Name withheld upon request.*

Last week one of my students asked how he was supposed to know the Harvard and Yale school colors. He had taken the *Preliminary Scholastic Aptitude Test* (*PSAT*) recently and recalled a test item that involved an analogy based on that knowledge. If that's not cultural bias, I don't know what is.

The advantage that such an item gives to the sons and daughters of Ivy League alumni is so obvious, it boggles the imagination. That such knowledge could possibly be assumed to be prerequisite for success in higher education is absurd.

—James O. Strong, *English teacher, Sterling Heights (Michigan) High School.*

The opinions and conclusions of Allan Nairn and associates are biased and misleading. The relationship between *SAT* scores and parental income is significant, since the standardization of the *SAT* is independent of parental income.

The finding that college freshmen's grades do not correlate with parental income should not be surprising. A "hunger factor" is involved here. The classic example cites two college freshmen. The one wealthy enough to have a car at school flunks out, while the one who has to work part time makes the dean's list.

College admissions officers know that SAT scores are just *one* predictor of college success. For this reason, extracurricular activities, high school class rank and comments by guidance counselors are also used as selection criteria.

If SAT's didn't exist, colleges would have to invent some other standardized admission criterion. The trick is to know how to use standardized tests wisely and fairly.

—Warren Himmelberger, *retired mathematics teacher, Wellesley Hills, Massachusetts.*

Child Care—It's Special

We take issue with the first sentence of "Vocational Education and the Handicapped" (April-May) in which a student says that without vocational training she would "... probably be going to work in a day-care center." We feel that such a statement denigrates the vocation of child care and reflects what too many people believe: that *anyone* can work with children.

Couldn't the student's remark have been edited to mean she would have liked to work at something she was not interested in had she not had training?

—Maxine Fjare, Roberta Ozaydin, Carolyn Bennett, and June White, *Child Development Program/Developmental Disabilities Program, Iowa Western Community College, Council Bluffs.*

Teaching as a Conserving Activity

James D. Kraft's review of Postman's *Teaching as a Conserving Activity* ("Books," February-March) does not do justice to an extremely interesting and thoughtful look at contemporary America.

Postman has convinced me that television is not only a curriculum but constitutes the major educational enterprise now being undertaken in the United States." Postman argues that classroom education must try to conserve tradition as a counterbalance to electronic media. He sees electronic information (with TV at the center) as being fundamentally hostile to linear modes of expression, so that both writing and speech must lose some of their power."

Postman values the kind of mental development that schools promote: concepts and knowledge and ways of knowing that stress the importance of detachment, objectivity, analysis, and criticism."

In my opinion, Postman has made a convincing argument in support of classroom education as idea-centered and coherent—as opposed to TV, which he sees as discontinuous in content, immediate in gratification, present-centered, and nonanalytical.

Word-centered education—not picture-centered—is what Postman is promoting, and I would find nothing wrong with that if the school population were composed only of students able to benefit from such a rigorously structured curriculum. Postman's idea of what should go on in a school is based on the assumption that all students would have no difficulties with it.

We all know, however, that all students do not learn the same way; i.e., many have difficulty expressing themselves if limited only to language. Perhaps Postman might take this into consideration in his next book.

—Robert E. Brown, *social studies teacher, Pine Street School, Southbridge, Massachusetts.*

PHOTO CREDITS

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OVER THE DINNER TABLE

What Kids Really Say About Teachers

ou Would e Pleasantly urprised

PHYLLIS NAYLOR

Phyllis Naylor is the author of 38 books, ree of them for adults. The latest, dations, is to be a major motion re starring Sally Field. She and her and, a speech pathologist, live in thesda, Maryland, with their two sons. three schools that the boys have nded or are attending now are burton Elementary, North Bethesda or High, and Walter Johnson High hool, all in the Montgomery County tem.

As the mother of two sons, 14 and 17, I have a vested interest in the schools. My antennae are out in several different directions, and I'm hearing a lot these days about teacher burnout, blowout, and wearout. I'm particularly dismayed when I read that more and more teachers are taking off for the summer and never coming back.

"Hey, Teach!" a sullen kid says on visiting day as we parents watch curiously from the back of the room. "How come we didn't get our papers back this morning?"

"I'm sorry," comes the reply, "but something came up."

"Yeah, sure!" says the kid with sarcasm smeared all over his face as he hoists himself up on top of the radiator where he sits throughout the period, whistling through his teeth and occasionally motioning to someone out on the soccer field.

"The little brat," a still small voice, which certainly is not patience, bleats inside me. "A swat on the behind, that's what he needs."

I know that what I am witnessing is so mild an example of disrespect that most teachers today would not give it much thought. As the session progresses, I am painfully aware of how often the class period is interrupted not only by remarks from the students, but by reminders over the loudspeaker, messengers arriving from the office, and mandatory collecting of forms.

As I watch the heroic and strangely successful effort on the part of the teacher to cope, I remember how, 24 years ago, with only a junior college background, I received a temporary certificate to help relieve the teacher shortage. With no education courses, no studies in child psychology—with nothing more, in fact, than a folder of patterned cutouts I had once used in a Sunday School class—I entered a third grade classroom in Hazelcrest, Illinois, somewhere east of Chicago.

The school, a converted house, had only three classrooms. Most of the children went home for lunch and came back again at one o'clock. Probably because I was young and scared, the pupils tolerated me. Not only that, they obeyed. If I said that there would be no recess until the room was quiet, all noise instantly ceased. If I said that a certain somebody was to stay after school, there was no back talk. When a pupil had a question, he or she raised a hand. That was just the way things were supposed to be in the fifties.

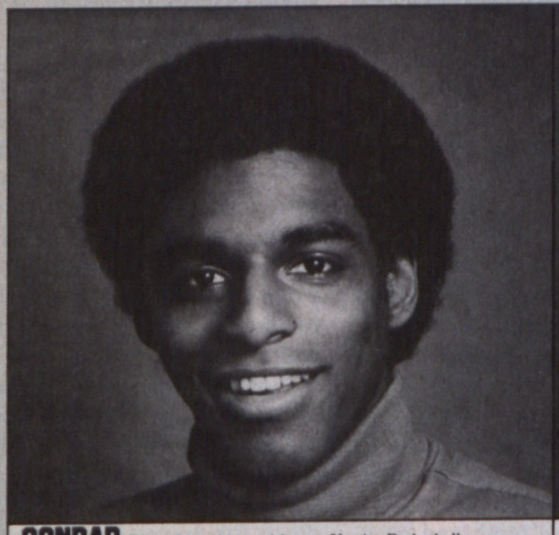
I don't think I could function in a classroom now. I don't think I could tolerate talking to one half of the students while the others wandered about. I don't think I could stand the chronic undercurrent of murmurs, comments, and ridicule.

Not only that, but I know all about these citizen groups that spy on teachers and nose through textbooks and eavesdrop on classrooms. I know about the people who would fight to the death for prayer in the classroom and those who would fight to keep it out. I know about the parents who object to sex education in the schools and about the ones who blame the educational system if schoolgirls get pregnant. I know what happens to teachers who tell more than the local code will allow. (I know what happened to me back in Hazelcrest when a child asked how in the world babies ever got into mothers in the first place, and I told her.)

It's a right of parents to be concerned and informed about their child's education, of course, and most teachers probably wish that parents showed a little more interest and enthusiasm. But if parents make a fuss over every small clash of ideas, they'll find themselves in the school office once a week. "Don't sweat the little things" is our own motto, and we encourage our sons to handle their own problems at school whenever possible.

I know how easy it is for a teacher to have a bad day, to say something rash and to realize later that hastily spoken words have hurt a child. During my brief tenure as a teacher, my students went through a note-passing stage. One day, when I was feeling particularly playful, I intercepted a note and said I would read it to the class. It was an innocuous little thing, but to have some fun and give the children a break, I pretended to read a love letter. When I came to the signature and the chil-

WHO'S THE ARMY RIGHT FOR?



CONRAD Earned starting position on Varsity Basketball team. After graduation, Conrad hopes to turn after-school job at Sears into a full time career.

PEDRO "Mr. School Spirit." Member of Debating Team for four years! First student in history of school to do so. Look for Pedro to make Dean's List at the college of his choice.

RHONA We'll all miss the gossipy anecdotes that enlivened the school paper. Rhona has her heart set on a business career before settling down to marriage.

GEORGE A mid-year transfer student, George's plans after graduation are incomplete. We wish George success in whatever career he chooses.

George isn't the only kind of student who might get a lot out of the Army.

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CIRCLE QUICK-ACTION CARD NO. 14

…een were all holding their breath, I looked about the room and impulsively said the name of a girl who had nothing whatsoever to do with the note. I thought that she would laugh with the others and that everyone would know that this was all in jest.

The others laughed, but the girl did not. She gave me an incredulous look of hurt and betrayal, and though I apologized immediately, the damage had been done.

Later, in the tiny office at the back of the school, I anguished over the incident, astonished at my lack of empathy and common sense. A very wise teacher, many years older than I, listened quietly and said, "If this is the worst thing you ever do as a teacher, you will have reason to be quite proud of yourself."

I didn't stay around to find out. Other fields beckoned. But I have been associated with schools ever since, in one way or another, and I know how easy it is to blame them for problems that society can't deal with either, how easy to demand control and tolerance from teachers when the parents themselves may have given up on the children.

This is certainly not to say that teachers are always right or reasonable or mature. Over our dinner table, we have heard about the teacher who threw chalk at the blackboard when he was angry and the one who assigned as punishment a 500-word essay on fairness. They certainly made for interesting table conversation, much better than a prolonged discussion about meat loaf. But we have heard a large number of indirect compliments to teachers over our table as well, and perhaps it's time to go public. To the following teachers, blessings forever:

• To the primary teacher who never raised her voice, but got the attention of the class by lowering it instead. She had a marvelous calming effect on the nervous systems of beginning first graders.

• To the band instructor who, when Michael blew his first playing test, said, "It's normal to be nervous. Take your time and try again." How easy it would have been to make him forever anxious about performing in public.

• To the geography teacher who refused to give one of our sons full credit on an assignment he had forgotten to turn in, even though he had prepared it. She listened to his explanation, sympathized with his forgetfulness, but let him know that to give him full credit for the assignment wouldn't be fair to the other children who had remembered. Her decision made him angry, but it was a good introduction to adult life, where reports must be turned in on schedule and conferences attended on time.

• To the English teacher who demanded a lot from his students in both assignments and behavior. Our boys complained loudly about his strictness and high expectations, but his grading system was so fair, his rules so explicit, and his instruction so thorough that they have voted him one of the best.

• To the physical education instructor who, aware of our one son's embarrassment over his skimpy height and weight, focused instead on his speed and agility and all the other things he could do well, making the long wait for puberty much more tolerable.

• To the math teacher who never ridiculed a child for a question and whose major goal was to convince each student that he or she *did* have the capability to learn, that math was not beyond his or her reach.

• To the teacher who helped Jeff realize that there have been many times in history besides our own when the world was in peril. When, during a discussion of international problems, I said, "Don't you wish we could just sail to a tropical isle for the rest of our lives?" Jeff replied, "You have to be a part of the solution, Mom, not the problem. That's what my history teacher says."

The three qualities of a teacher that seem to count the most with our boys are kindness, fairness, and humor. More often than not, a beloved teacher was also strict. Our boys often do not remember a favorite for any particular incident but just for the day-to-day atmosphere in the classroom, the fact that a student could count on his or her word. Yet our boys vividly recall even those who are not favorites for a profound observation they made or a fascinating experiment they introduced in class or an occasion on which they were undeniably just.

You may wonder sometimes if you matter. You may think that everything you teach, you believe, you feel, is lost, irrevocably, forever, on your students.

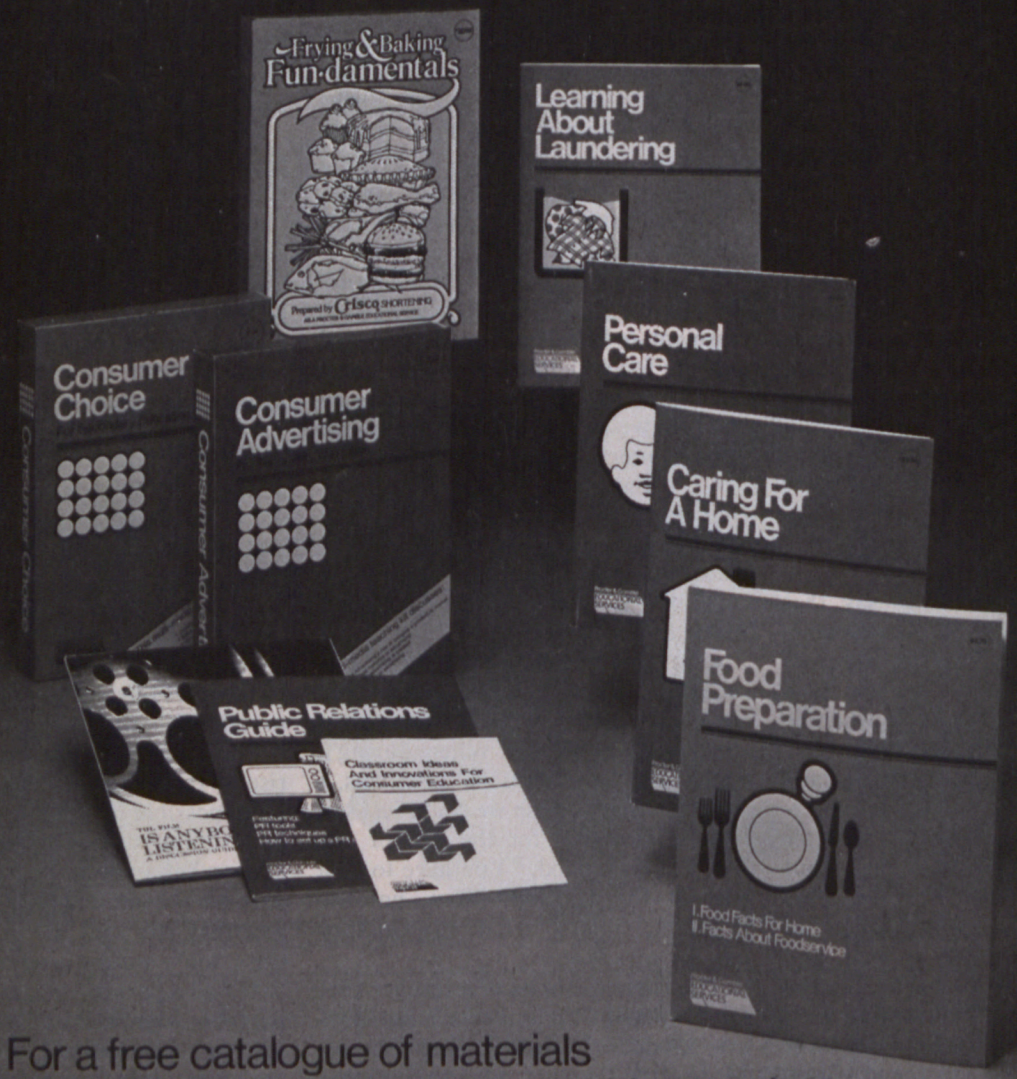
As parents, we know better. We hear a little something about you every day. We know when the class was rude. We heard about the day there was a substitute teacher in band and all the boys, ours included, changed instruments. We heard about your coming operation and the death of your sister and the theft of your purse. We know, by the way our boys report about a discussion in your class, that you imparted a certain magic last Friday.

Our children may act cool in the classroom, because coolness is in vogue, but they care about you more than you think. When you lose your temper three straight days in a row, they worry about your love life. If you live alone, they wonder how you are going to spend the holidays. They feel terrible about the way the class behaved on the last field trip. They want you to know that they weren't a part of it, but aren't quite sure how to tell you. There's a silent majority out there secretly rooting for you, whether you realize it or not.

Sometimes we have to remind our boys that teachers, too, have problems —that occasionally they speak out in anger or on impulse. We are particularly grateful when you are big enough to tell students that you have been wrong. You've no idea how high you rise in their esteem, how you make it more possible for them to do the same in a similar situation. As parents, we know what a premium a young person puts on a compliment from you. The fact that *you* said it—in front of the class, too!—makes it official.

It's all a part of your job, I know—a part of your training. You became teachers because you like children, and you enjoy sending them from your classrooms at the end of the year more capable and confident than they were before. I know, I know. And we're not the only ones who know. The den mother, the carpool father, the grandmother who waits for the children to get home from school—anyone who cares for today's children—stands in awe of the teacher who can cope with them six hours at a stretch and do so remarkably well. □

Classroom Materials For Educators



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CIRCLE QUICK-ACTION CARD NO. 28

Teacher Opinion Poll

Attacks on Teachers

An estimated 113,000 of the nation's 1,134,000 public school teachers were physically attacked by a student during the recent 12-month period. Of those attacked, 2,500 were seriously injured, and 26,000 suffered minor injuries. Another 45,000 suffered emotionally as a result of the attack. Although the assaults occurred more often in large urban school systems, significant numbers of teachers were also attacked in suburban, small town, and rural areas.

These are some results from NEA's latest Teacher Opinion Poll. A nationwide sample of public school teachers participated in the survey, which was completed in May 1980.

The survey also revealed the following estimates:

- Teachers believed about 60 percent of the attacks were intentional.
- Some 11,000 teachers missed an average of five days of school to recuperate from attacks.
- About 85 percent of those assaulted reported the incident to school officials. About 15 percent reported the attack to law enforcement officials.
- In about 90 percent of the cases, neither school personnel nor police filed charges. About 6 percent of the teachers filed charges themselves; while 2 percent had charges filed by the school system; and 2 percent, by the police.
- Of those who did not report the incident to anyone, many said that they feared being seen as a failure.
- In 25 percent of the cases, no one took disciplinary action against the students, even though the teachers involved thought someone should have. In another 25 percent of the cases, teachers thought the action taken was too little.
- About 25 percent of all teachers are frequently concerned that a student may physically attack them.
- Although a majority of teachers feel their school's disciplinary policy is clearly written, they believe that it is not strict enough or comprehensive enough. They also believe the written policy is not applied consistently.

—**NEA Research.**

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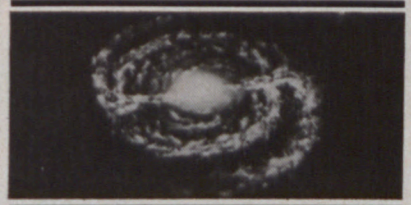

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MÉXICO VISTO POR SUS NIÑOS

Time is like the day: for the young it is the dawn, for the old man it is dusk.

When I go out at night, I see the little stars that call me.

These lines written by a Mexican child open *México Visto Por Sus Niños* (*Mexico as Seen by Her Children*), a book of Mexican children's art and writing.

From the cultural perspective of the Mexican child who wrote those lines, we gain a view of time, youth, age, and identification with the natural world. This young poet projects a harmony that is essential to his view of the world and place in it.

Mexico as Seen by Her Children allows the child as author or artist to open our eyes to Mexico. Pablo Picasso recognized the importance of the child's vision of the world when he said, "It took me many years to learn how to draw like . . . children." Likewise, we recognize the contribution children can make in our efforts to see the world family of many nations more harmoniously.

Mexico as Seen by Her Children contains the creative expression of children three to 16 years of age from all parts of Mexico. The Fideicomiso, a trust created by U.S. and Mexican corporations and Mexican government agencies, made possible the creation and publication of the book. It was edited, designed, and printed in Mexico under the personal sponsorship of Carmen Romano de López Portillo, wife of Mexico's president.

The trust ensures that the students of Mexico will benefit from the creativity of the children who produced the art and writing. It guarantees that proceeds from the sale of the book will provide scholarships for Mexican children.

Two events in 1979 marked the culmination of a dream that had taken more than two years to realize. Sra. López Portillo awarded the first scholarship in June of that year at a nationally televised ceremony in Mexico City. At a later ceremony at the White House in Washington, DC, five of the children who contributed to the book presented a copy of it to Rosalynn Carter.

The first step toward making the dream a reality had been to send out requests to all schoolchildren throughout Mexico for their art and writing. The Fideicomiso solicited the cooperation and assistance of teachers and parents all over Mexico, and sent art and writing supplies to even the most remote villages. Sometimes these supplies took three-to-four days by burro to reach the children. Later, the children's art and writing made the return journey in the same way.

Finally, more than 100,000 pieces of student work were in hand, and the difficult selection process began. During the process, the selectors made no editorial changes in any individual's work. They chose works from children of all ages who expressed a variety of perspectives on many topics. The children's integrity and freedom of expression were uppermost in the minds of the selectors.

The collection that resulted from this process has a richness and variety that provides insight into the beauty and cultural diversity of Mexico. The children give refreshing perspectives

on Mexican history before the Spanish conquest, Spain's discovery and conquest of Mexico, colonial Mexico, the treasure of liberty, the national hero Juárez, the Mexican Revolution after 1910, Mexico as it is today, the United States, school, village and country, man and woman, the Charro, fiesta, and even the children's view of themselves and their hopes for their country.

In the summer of 1979, *Mexico as Seen by Her Children* reached the National Foundation for the Improvement of Education (NFIE), a foundation created by the National Education Association. NFIE immediately recognized it as a rich resource for elementary and secondary teachers. The Foundation believes that U.S. children can learn about the culture of Mexico from its children. Teachers of bilingual education and of foreign languages will find it especially useful as a motivational supplement to regular curriculums.

The Foundation obtained permission to publish the book in the United States. Subsequently, the Office of Bilingual Education, U.S. Office of Education (now the Department of Education), with the strong support of its director, Josué González, awarded NFIE a contract to develop, pilot test, and publish a comprehensive instructional kit to accompany the book.

Throughout the year-long project, the Mexican Ministry of Education cooperated closely with the NFIE. Educators who make up NFIE's project staff—all of intercultural backgrounds—developed and pilot tested materials for the instructional kit in both Spanish and English language classrooms in Connecticut, Virginia, New Mexico, and California. Teachers from other parts of the country, also, reviewed the book and instructional materials. The results are instructional materials that are teacher tested and learner verified.

Creating and testing the kit materials has confirmed the NFIE's initial conviction that *México Visto Por Sus Niños* can be used by teachers in numerous ways for multiple purposes. While the book and instructional materials are valuable for both lower elementary and secondary grades, they concentrate on grades four, five, and six.

One section of the kit helps the

teacher see through the eyes of a child. This part—*the teacher as learner*—includes an introduction to the child's world of perception and expression, a cultural history of Mexico, a discussion of the values expressed by Mexican children, and a recording of Mexican children introducing themselves to their U.S. counterparts by reading passages from their book.

Another part of the kit addresses *the teacher as teacher*. It contains a list of historical events, a glossary of unfamiliar terms, a bibliography of available print and nonprint materials, and two sections on teaching strategies.

The section on teaching Mexican culture explains the necessity, when teaching about any other culture, of upholding the integrity of that culture. This involves the principles of fairness and honesty in discussing customs that, in many cases, will be different from one's own cultural norm. In other words, the teacher's role is to promote intercultural understanding in students.

The kit's other section on teaching strategies discusses various ways *Mexico as Seen by Her Children* can be used:

- As a source book alone, without supplementary materials
- As a source of motivation for students
- As a resource on various topics being studied
- As a major component of an art or music curriculum

The Mexican children's expressions will be the primary motivator for U.S. students.

- As a supplement to parts of the core curriculum.

Project staff have created materials to accommodate numerous instructional purposes and a variety of teaching styles. They encourage teachers to use the book in more than one way for more than one purpose, while maintaining the book's integrity at all times.

The part of the kit labeled *the teacher as facilitator* includes various other instructional materials: recordings, posters, and special-purpose cards. The recordings are of Mexican children reading their poems and singing Mexican songs. The posters help the teacher create a classroom environment that will spark students' interest. The more than 60 special-purpose cards provide graphic details of how various teaching strategies and activities interrelate.

Resource activity cards describe activities that can be used within each topic area and theme of the book in relation to social studies, English and Spanish language arts, music, and art. Resource enrichment cards give the teacher additional activities beyond those in the keyed core curriculum. Music cards include scores for singing and playing.

The cards are keyed and indexed for flexibility and practicality. For example, for units on biography or the environment, teachers would select only cards keyed for either purpose. Or if a teacher wanted to concentrate strictly on social studies, he or she would select the cards keyed for that focus. By facilitating so many approaches to the book, designers of the instructional materials have freed teachers to use it in a great variety of ways.

Regardless of how teachers use the book, the Mexican children's expressions will be the primary motivator for U.S. students, according to pilot test results. Reading the Mexican children's messages will inspire U.S. students to explore not only Mexican culture but also their own. Pilot tests reveal that this interactive process begins almost immediately.

To nurture the interactive process, teachers must help students recognize that their Mexican counterparts are speaking from their culturally specific frames of reference. For example:

Love is sown and grows like a plant. I have discovered that plants are like me, because they grow too, and reproduce and then the time comes to die.

Or

Surely our Indians suffered, but they also left us the pyramids.

Or

Do we know what fatherland means? Fatherland is the land, the land of our ancestors.

Or

I ask everybody in the world and especially the Mexican people to treat one another as true brothers and I wish that discrimination between people would not exist and that there would not be any more wars between the great nations of the world because it would be a real tomb and the end of the planet Earth.

Or

Other countries are pretty but not as pretty as mine.

Or

I adore my country because of its birds, its songs and the crying of the men who fought to defend it.

The starting point for interaction is for U.S. children to realize that these statements are by individual Mexican children about their own country—Mexico. What will U.S. students want to say in response? Perhaps they will want to express their feelings in art, writing, and music about their own school, locale, or nation.

Teachers should be prepared for highly motivated and creative responses. Even students previously unmotivated and unresponsive usually become excited about Mexico after reading *Mexico as Seen by Her Children*. The Mexican children have become teachers to them in a very real sense.

Mexico as Seen by Her Children and the educational project built around it are an example of bicultural cooperation between the governments of Mexico and the United States. The results of that effort should be of immense educational and cultural benefit to teachers and students in classrooms all across the country. □

NFIE is able to make a special introductory offer to NEA members to purchase the book at $11.95 (plus $2 postage and handling). A set of the instructional materials accompanies the book. Please specify Spanish or English language edition. Orders should be sent with check or money order for $13.95 to NFIE, Room 804E, 1201 16th St., N.W., Washington, DC 20036. Please allow 60 days for delivery.

AMPSHIRE
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WHY NOT THE BEST
OWA

SPECIAL FEATURE ON 1980 ELECTIONS

Update on Nominating a President

Every four years—when Americans focus on the presidential nominees and the nominating process—they almost invariably complain that the two major party nominees are far from ideal and that perhaps the system for selecting them can be changed. In recent weeks, Americans of all political persuasions have asked me whether we cannot think of a better way of nominating our presidential candidates.

In answering them, I have drawn on American history. First, I have suggested that choosing between the lesser of two evils may be the norm in American politics. In 1964, for example, the dean of the Washington Cathedral, the national Episcopal church in the nation's capital, announced that he would not vote for President because he did not feel it was his obligation as a citizen to choose between a "man of dangerous ignorance and devastating uncertainty" and a man whose public house is splendid in its every appearance, but whose private lack of ethic must inevitably introduce termites at the very foundation." (I will leave it to the reader to assign the appropriate descriptions to Barry Goldwater and Lyndon Johnson.)

Similarly, in 1968, Americans who could not reconcile themselves to the basic civil rights laws passed in the mid-1960's found that there was insufficient difference between Richard Nixon and Hubert Humphrey to cause them to choose one over the other; many consequently opted for George Wallace. In the same year, many persons opposed to the war in Vietnam found all three choices—Nixon, Humphrey, and Wallace—unsatisfactory.

In 1972, many Americans who disliked Richard Nixon—including George Meany and other AFL-CIO leaders—still could not bring themselves to support the Democratic nominee, George McGovern. And in 1976, according to President Carter's pollster, Patrick Caddell, almost as many people were unhappy with the Carter-Ford candidacies as are unhappy this year.

Second, I have recalled that greatness is hardly the norm in American Presidents. From the time of Lincoln's assassination in 1865 to Franklin Roosevelt's first election in 1932—two-thirds of a century—there were probably only two outstanding Presidents: Teddy Roosevelt and Woodrow Wilson. Also, I suggested to my questioners that if one were to list the 200 or 300 Americans who have had the greatest impact on our country's development, most Presidents would be unlikely to survive the cut.

I think these two explanations are valid—but only partially so. I do believe that 1980 is different, that this year more Americans than in the past have little hope that things will improve because a particular candidate is elected. In fact, while I do not know who will prevail in November, I think I can predict with confidence that the majority of voters who vote for Ronald Reagan will do so because he is not Jimmy Carter; that the majority of people who vote for President Carter will do so because he is not Ronald Reagan; that the majority of voters for John Anderson will support him because he is neither Carter nor Reagan.

I will also make one prediction with confidence: Regardless of who is elected, there will be increasing discussion and debate in the media and among opinion leaders about the presidential nominating process and what changes should be made in it.

Some opinion leaders—particularly those associated with the more conservative unions in the AFL-CIO, the neoconservative wing of the Democratic

ALAN BARON
Author of The Baron Report, *a national political newsletter, Washington, DC.*

Scene from the 1976 Democratic Convention

party, and the "regular" Democratic Party leaders—have an easy answer. "Put the bosses back in charge," suggested one of them, AFL-CIO President Lane Kirkland, to a group of journalists recently.

There are two problems with Mr. Kirkland's suggestion. First, the bosses do not have an exemplary record in selecting presidential nominees: Choices from the "smoke-filled rooms" of the past included Republican nominee Warren G. Harding, who became President, and such unsuccessful Democratic nominees as John W. Davis and James M. Cox.

Second, even if we wanted to put the bosses back in charge, we'd have trouble doing so: The fact is, they no longer exist. Political machines or "organizations" produced American political bosses. The machines got their power by delivering the vote on election day. They ensured the loyalty of their voters by delivering them services between elections. Depending on the year and the city, these services might have included food for the poor at Christmas, help in getting admitted to a hospital or a university, procurement of a job at city hall or in the post office, assistance in obtaining government contracts for highway construction, or establishing a law practice. The fact is that political parties can no longer deliver these goods. Government-financed social welfare, civil service regulations, blind bidding for government contracts, and financial disclosure laws have pretty well eliminated the material rewards for being in politics. And for supporting the machine.

At the same time, American voters have become better educated, more independent, and more sophisticated. They get their information on candidates and issues directly from the mass media; they no longer need to rely for information on party organizations, unions, or other institutions.

These are the fundamental changes in American political life that made possible the 1968 insurgent campaigns of Senators Eugene McCarthy and Robert Kennedy. Millions of young, college-educated critics of the war in Vietnam decided to join together to deny President Johnson renomination by his party. Opposition to incumbent presidents was virtually unheard of at the time, and the Democratic Party establishment reacted bitterly.

Party leaders manipulated the delegate selection processes to keep the newcomers out. And even when they got in, less was at stake than they had expected: One-third of the delegates had in effect been selected before McCarthy announced his candidacy in December 1967; one-half by the time Robert Kennedy announced his the following March.

The party regulars expected the newcomers to disappear after the election in November 1968, but they did not. Instead, they forged a coalition with Blacks, women, and others who had generally received only token representation at party conventions. These groups banded together to fight for national rules for the selection of delegates, and they did succeed in drafting new rules for the Democratic party in three general categories.

Procedural Questions

For the first time, the national Democratic Party required state and local party organizations to hold caucuses at "uniform" times and to publicize their locations. The rules required further that no person be denied the right to participate for failure to pay a fee and that the number of signatures required on petitions for getting on the ballot in primary states be reasonable. These procedural issues were not themselves especially controversial, once the controversial decision—to have any national rules at all—had been made.

Affirmative Action

As I noted earlier, the 1968 convention included only a small portion of Blacks, Hispanics, and women. This was despite the fact that the party had outlawed discrimination after the 1964 Democratic convention. It was clear to party leaders that a mandate against discrimination in and of itself would simply not change things much. That's how the "quota" question came up.

The new party rules specifically banned quotas, *but* they also required affirmative action programs with the goal of electing state delegations that reflected the make-up of the state's population. Merging affirmative action goals and the democratic election of delegates was (and is) a tricky business. So before the 1972 Democratic convention, Democratic National Chairman Lawrence O'Brien sought to simplify things. He announced that state delegations that did not fairly reflect minorities and women according to their proportion of the state's population would have the burden of proof in demonstrating that they had taken affirmative action. Since providing such proof would have been extremely difficult, most state parties simply enacted de facto quota systems.

After the 1972 convention, more traditional elements of the Democratic Party took control of the party machinery. They concentrated their efforts on eliminating the quotas, despite the fact that, while quotas affected the social and ethnic composition of the delegations, they did not affect their political or ideological composition. In 1972, even George Wallace included Blacks on his delegate slates.

It was not easy to eliminate quotas from the rules, since technically they were not there to start with. But the right words were found, and gradually the issue faded away. (By 1980, the party actually required a quota for one group: It mandated that 50 percent of the delegates be women.)

Tinkering with the system is unlikely to produce a meaningful change.

Changes in the Primaries

The changes the Democrats made in their primaries have had perhaps the greatest impact on the results of the presidential nominating process. These changes were effected by rules that restrict participation in primaries to party members, that call for proportional representation in primary elections, and that encourage proliferation of primaries. (State legislatures enacted into law many of the changes that the Democratic party initiated, and they became applicable to the Republicans as well. There are exceptions, however; for example, California Republicans still have a winner-take-all primary.)

• *Restriction of primaries to party members.* The purpose of restricting primaries to party members is to prevent crossover voting, that is, voting in a party primary by people who are not really members of the party.

It's difficult to speculate which candidates are helped or hurt by such measures. Some politicians suggest that people cross over to vote for the weakest candidate on the other side, so that their own party will have an easier time in November. There's no real evidence of this, however. In fact, most surveys indicate that people vote their own interests—not the party's—and cross over to vote for a candidate they personally support. Or, as in the case of the anti-civil rights Wallace campaigns and the antiwar McGovern campaign, to support the candidate who can best send a message to the powers that be.

• *Proportional representation.* The second rule in this category is the most controversial one: it calls for proportional representation (PR) and covers not only delegations chosen by primary but those chosen by caucus. This means dividing the delegates from a congressional district or state according to the presidential preferences of those who elected them. An alternative to the principle of winner-take-all, PR is designed to keep those who are in a minority in an electoral district from being shut out completely from representation. In 1968, for example, in many caucus states, it was virtually impossible for a Hubert Humphrey supporter who lived in a precinct near a college to get elected as a delegate to his or her county convention. It was equally impossible for a McCarthy backer who resided in a heavily conservative area to get elected.

Advocates of PR make several arguments. They suggest that PR helps hold the party together by keeping all factions in the system. Under winner-take-all, when the participants in a caucus were evenly divided, they fought for hours over credentials, each side seeking to disqualify its opponents. Division, discord, disunity sometimes lasted for months—or years—afterward. Under proportional representation, of course, the caucus chairman simply polls the participants about their presidential preference and divides the delegates accordingly. No one can claim to have been excluded or locked out.

The second argument of PR advocates is that the varying sizes of state delegations distort the results under winner-take-all. One candidate might win California by a handful of votes and gain 271 delegates. Another candidate could win a smaller state in a landslide—receiving far more popular votes than his opponent if the two states' votes were combined—but get far fewer delegates. Even more distorting, they argue, is the fact that the old rules left the decision on whether to use winner-take-all to the individual states. Thus, when George McGovern narrowly carried winner-take-all California in 1972, he won all of its delegates; but when Hubert Humphrey narrowly carried Ohio, where proportional representation was in effect, he won only slightly more than half.

Opponents of PR have usually argued that it encourages factionalism and makes it difficult for one candidate to put together a majority of the delegates. They argued that PR would encourage minor candidates to stay in the race to pick up a share of the delegates with which they could bargain with the major candidates. So far, these criticisms have not proved justified.

In 1972 (when PR was only partially implemented), in 1976, and in 1980, the brokered conventions that the Democrats feared didn't happen. The fact is that while PR may encourage losing candidates to stay in the race, the new contribution limits encourage them to get out: A candidate's "true believers" can no longer keep giving dollars (beyond the $1,000 limit), and losing candidates have difficulty finding new donors. Also, most American voters are pragmatic; they simply won't vote for candidates they do not perceive as serious.

The bottom line appears to be that PR is no longer the hot issue it was a few years ago. It's generally perceived as "fair," and it is here to stay. So critics are turning their attention to the remaining group of rules, which seek to regulate the number and timing of primaries.

• *Proliferation of primaries.* Since the Democratic party reform rules were adopted, an increasing number of states have shifted from convention/caucus systems to primaries. Some critics suggest these shifts took place because the new convention/caucus rules were too complex for many state parties. Actually, that was not exactly the reason. State parties shifted to primaries because party leaders could no longer confine membership in the delegations to their friends and control the caucuses. Consequently, conducting caucuses was simply no longer worth the effort. States also shifted because the new electorate—educated and independent—regarded primaries as a fairer system.

The prospect of a shift back to caucus systems is remote. In fact, if this year's caucuses in Iowa and Maine are typical, caucuses themselves have really become miniprimaries. Indeed, the results in caucus states taken as a group did not vary greatly from those in primary states in 1972, 1976, or 1980.

That leaves the timing of primaries as the one area where serious change is likely to be proposed. Critics argue that campaigns now last too long and that the geographical distance between states holding primaries on the same day (e.g., California and New Jersey) puts an unreasonable physical burden on candidates.

It's certainly true that campaigns last longer in the United States than in countries such as Britain, where they are confined to a six-week period. One should note, however, that in Britain and other countries with parliamentary systems, the opposition leaders are almost always known years in advance. Month in and month out, their colleagues, the public, and the press put them to the test, forcing them to respond and lead in various kinds of confrontations. No British version of Jimmy Carter or George McGovern could come from nowhere to leadership of a British party in a few months. It's difficult therefore to see how shortening the campaign here would produce better leaders. Nor can one conclude that Americans now scrutinize their candidates for too long a period of time.

As to the charge of undue physical strain on traveling candidates, it's true that regional primaries—a suggested remedy—might reduce travel time. Most candidates, however, fill their days to capacity anyway. And, for many, the only private time they get is on an airplane. Furthermore, a regional primary system would clearly weight the election in favor of those regions which held early primaries. Candidates who could not do well in them would, in most cases, not make it to the final primaries.

In sum, tinkering with the system—changing the rules and procedures—is unlikely to produce a meaningful change in the results of the system, the people nominated for President. To change those results would require restructuring the entire process, and before that is done the country will need to face a fundamental question: Who should nominate presidential candidates?

That sounds simple; the answer, of course, is "the people." But the question really is whether the people should make that decision directly—based on the candidates' appeals to them and the information they obtain from the media—or whether some greater voice should be given to those who will work with the presidential nominee who prevails: members of the Senate and the House of Representatives and the governors of the states. Originally, in the United States, party caucuses in Congress selected presidential candidates. Today in parliamentary systems, that's still the case.

Now, however, Congress has only minimal influence in the process. And, due to that, we have a system which produces candidates skilled at waging campaigns and communicating with voters—but not skilled in dealing with Senators, Representatives, and interest groups. The presidency, however, requires someone skilled in both kinds of politics.

So the real challenge facing us may be to develop a system that provides for input from the leadership and elected officials of each party, while still maintaining the democratic traditions that give the process credibility.

One approach to that has been the suggestion that a portion of the delegate seats—about 25 percent—be automatically given to members of the House of Representatives, Senators, Governors, state party chairs, and other leaders. Currently, many of these officials do get convention seats, but usually only when they are committed to a specific candidate. Since they are seldom uncommitted, they only rarely have the opportunity to exercise independent judgment. (Many members of Congress, I should note, are happy about that; not having to choose among presidential primary candidates makes certain alienation of some supporters unnecessary.)

Another proposal is to hold a national convention of elected officials and other party leaders, to let the convention nominate a candidate, and then to hold a primary between that candidate and any others who win some minimum portion—say, 20 percent—of the convention. That would clearly give a boost to the choice of the leaders.

Giving any sort of extra clout to elected officials flies in the face of the party reform movement that has developed over the past several years in American politics. And there's no guarantee that the leaders will make judgments any different from those the people are making today. But if the system is not working, we may need to consider such fundamental questions. Tinkering with the rules won't do very much. □

SPECIAL FEATURE ON 1980 ELECTIONS

(Continued)

Some Student Activities for the 1980 Elections

There are a lot of things secondary students can do to get a feel for the significance of events in a presidential election year. Today's Education *presents a few of these in the form of hand-outs designed for students to use. We have adapted some of the activities from suggestions sent to us by the classroom teachers named; the others come from the League of Women Voters Education Fund via their booklet* Make Election '80 a Real-World Lab. *(See the League's listing in "Some Resources on the 1980 Elections" elsewhere in this feature for information on ordering the booklet.)*

The League calls teachers' attention to its telecast analysis of the legislative process, H.R. 6161: An Act of Congress, *which will be telecast nationally on PBS on September 8.*

★ Who's Available?

In 1954, political scientist Sidney Hyman, in his classic study *The American President*, presented a list of criteria for presidential eligibility or availability that still provides a challenging look at what it takes to become President of the United States. What Hyman was trying to identify were characteristics that would make potential candidates unelectable. He found that factors such as race, sex, ethnic origin, and religion eliminated many possible contenders, reducing the total at any one time to about 100 men. He said that—

> the natural aristocracy from which our Presidents are chosen is the residue of what is left when we subtract:
>
> 1. All females from the total population
> 2. All males who do not fall into the age group 35 to 67
> 3. All who were not born as U.S. citizens
> 4. All whose ethnic strain is not acceptable to Americans of British descent
> 5. All who are ill
> 6. All who have experienced spectacular marital difficulties
> 7. All colored peoples
> 8. All non-Protestants
> 9. All Southerners
> 10. All who come from small states
> 11. All who have been conspicuously identified with big-city life
> 12. All whose family origins cause unease to the middle and upper classes
> 13. All lawyers conspicuously identified with a specialized clientele
> 14. All individuals conspicuously identifed with a special segment of the economic community
> 15. All without some experience in major offices of government.*

Instructions for groups of five or six students.

1. Make a list of all the Democratic, Republican, and major third-party candidates for President since Hyman published his list of presidential "unavailables" in 1954.

2. Divide the candidates among yourselves and read enough biographical material on them so you will know whether they belonged to Hyman's unavailable categories or not.

3. List the 15 categories on the left side of a sheet of paper and set up three columns—two narrow ones and one wide one—on the right. Label the first column "Operative"; the second, "Not Operative"; the third, "Who, When, Why." Look at your list of candidates to determine whether membership in each category still serves as a barrier to becoming President and mark the appropriate column. If a winning candidate has had this characteristic, identify the candidate in the "Who, When, Why" column, and explain in what year and under what circumstances he proved that this characteristic was no longer a barrier.

4. Look at the characteristics of the losing candidates, including those from the major third parties.

Did they fail to be elected because they belonged to one of Hyman's unavailable categories? Write a paragraph in which you explore this relationship, coming to some conclusion about it if you can.

5. Make a list of the candidates in your area for congressional, state, and local offices. Do they meet Hyman's original criteria? His criteria as you have updated them? Do state and local candidates have to meet the same criteria as the presidential candidates? Write a paragraph explaining why—or why not.

—Nancy R. Hall, *teacher of government and U.S. history, Thomas Jefferson High School, Fairfax County, Virginia.*

*In Sidney Hyman, *The American President.* Chapter 10. © 1954 by Sidney Hyman. Adapted and reprinted by permission of Harper & Row.

★ Draw Your Community's Political Profile

The League of Women Voters' 60 years of political experience have documented that people take part in politics to the extent that they see and believe that their participation makes a difference for themselves and for others. Your own community is the best laboratory for tracing this cause-and-effect relationship between citizens and government. And the first step is to discover what your community is really like.

Begin to set the stage for interpreting the election process by developing a political profile of your community. Draw together the major community characteristics that affect political participation in general and voting in particular.

What to look for

- Start with local census data: population, age distribution, income, education, etc.
- Then consider the economic base of the community: Is it urban or rural? What are the major industries? Is it a one-industry town? What are the chief agricultural interests? Business interests?
- Equally important but not always so easy to define: What is the life-style of your community, its chief needs and concerns, its goals and interests? What are the areas of conflict, the issues and personalities involved?
- Who are the opinion makers: Newspaper columnists? Editorial writers? Popular disc jockeys? News commentators? Or are there other individuals who actually have more clout in shaping community opinion—a member of the clergy, a prominent industrialist, a union leader, a college president?
- Consider the political establishment. Who really wields the power and calls the shots? How do they do it: Behind closed doors? On the floor of the legislature? In public forums? Is yours a one-party town or district? How many Democrats, Republicans, Independents, or minor party members are there? Has the proportion been changing? Is the picture different in a presidential election year?
- Gather information on current officeholders. First, find out how many governments have jurisdiction over you. Most likely, you will be surprised at the number and variety. List them all, from the federal government to the mosquito abatement district. Find out the names of the people who represent you in the offices or on the boards or other bodies that legislate or set policy for these entities. Find out whether they are elected or appointed, their terms of office, and whether they belong to a political party or not.
- What are the community's registration and voting patterns? Who votes and who doesn't? Are there significant differences in participation among various groups of citizens? By race? Ethnic groups? Sex? Age? Educational level? Neighborhood? How many are young voters? How many are absentee voters? What is the voting status of college students in your community?
- Who provides political information in your community? Election officials? Media? Candidates? Some of the groups listed above? Which parts of the electorate do they reach? Is the information partisan or nonpartisan?

Where to find the facts

- Touch base with election officials, civic organizations, unions, political groups and parties, churches and community centers, trade associations, and the media. These sources may have compiled much of this information already. If there is a League of Women Voters nearby, you may be able to get most of the facts from them, especially if they publish a "Know Your Community" handbook.
- Go to some of the less official sources of information, too. Sometimes an "old settler," a past officeholder, a defeated office seeker, or a neighborhood leader can tell you a lot about the political facts of life.

—*Excerpted from League of Women Voters Education Fund,* Make Election '80 a Real-World Lab. *Reprinted with permission.*

★ Propaganda and Politics: Singing Out for Your Candidate

The term *propaganda* refers to techniques used to spread support for a particular cause or idea. With the advent of television commercials, the propaganda in behalf of candidates for political office has become relatively sophisticated. Before publicists developed modern television techniques, however, candidates

Making a Registration Flyer

You may want to participate in a drive to register people in your school or neighborhood who are eligible to vote. It's easy to prepare a flyer (you may even want to do one in more than one language) with the information that would-be registrants will need. This checklist suggests the kinds of information you might want to include.

Who can register
- U.S. citizens, 18 and older (except, in most states, felons and the mentally incompetent)
- Residents of the jurisdiction
- Seventeen-year-olds who will be 18 by election day?

Where to register
- Board of elections' address
- Decentralized sites, with addresses
- Mobile units, if any, and schedule

What information is required
- Birth certificate?
- Drivers license?
- Other?

When to register
- Hours
- Days of the week
- Registration deadline

When to *re*register
- After a name change?
- After an address change?
- After a name is purged from the list?

How to register by mail (if possible in your state)
- Where forms are available
- Where to send them

Phone Number, Address, and Hours for further information.

—*Excerpted from League of Women Voters Education Fund,* Make Election '80 a Real-World Lab. *Reprinted with permission.*

ed to rely on the print media and on their own peeches to political gatherings to spread their ideas n the issues of the day. It was at such gatherings that mpaign songs developed as a form of propaganda. andidates' supporters rallied 'round, singing politi- songs to stimulate enthusiasm, poke fun at the position, and convince others to jump on the band- gon.

Analysts of propaganda techniques isolate and me them in various ways. Any of the five propagan- techniques listed below may appear in a campaign ng as well as in other media. This list comes from dia *Communication Arts: Messages and Meaning,* ited by Richard Maynard and Janet Soderberg. (© 975 Scholastic Magazines, Inc. Adapted and re- inted with permission.)

1. *Straight delivery.* Simply telling the audience hy it should use the favored product or believe in the vored candidate. Example: "John Doe has been a nator for 12 years and has much experience."

2. *Response seeking.* Asking a question that demands a response from the audience, which thus participates in the message. Here is an example: "Won't you join us in our cause to clean up the environment?"

3. *Demonstration/comparison.* Telling what the favored candidate can do that the others cannot do and comparing him or her with others to the disadvantage of the others.

4. *Testimonials and endorsements.* Getting people to put faith in candidates who are recommended by experts or well-known personalities. Example: "I'm Muhammad Ali, and I am supporting _____."

5. *Names, slogans, and jingles.* Making a candidate's name a household word or getting people to sing the lyrics to a song or recite a catchy slogan about him or her. Chances are, people who remember the jingle will remember the candidate's name when they enter the voting booth.

These techniques gave good service in campaign songs of the nineteenth and early twentieth centuries. Here are a few examples, all appearing in *Songs America Voted By*, edited by Irwin Silber (Harrisburg, PA: Stackpole, 1971).

Election of 1800. In this election the Federalists, who had made themselves unpopular with the repressive Alien and Sedition Acts, lost control of both the Presidency and the Congress. This rousing tune helped spread the promise of a new democracy after Thomas Jefferson's winning campaign.

"Jefferson and Liberty"
Tune: "Gobby-O" (traditional Irish)

The gloomy night before us flies,
The reign of terror now is o'er;
Its gags, inquisitors and spies,
Its hordes of harpies are no more.

Chorus:
Rejoice, Columbia's sons, rejoice;
To tyrants never bend your knee,
But join with heart and soul and voice
For Jefferson and liberty.

No Lordling here, with gorging jaws,
Shall wring from Industry its food;
Nor fiery bigots' Holy Laws
Lay waste our fields and streets in blood.

Here Strangers from a thousand shores,
Compelled by Tyranny to roam,
Shall find, amidst abundant stores,
A nobler and a happier home.

Here Art shall lift her laureled head,
Wealth, Industry, and Peace divine,
And where dark, pathless Forests spread,
Rich fields and lofty cities shine.

The Campaign for Women's Suffrage. Following enactment of the first women's suffrage legislation, in Wyoming in 1869, suffragists continued

their battle for the vote until ratification of the nineteenth amendment in 1920. This song dates back to the 1880's.

"Going to the Polls"
Words: Julia B. Nelson
Tune: "Coming Through the Rye"
(Previously published in *Suffrage and Temperance Melodies.*)

If the men should see the women,
Going to the polls,
To put down the liquor traffic,
Need it vex their souls?
If we're angels, as they tell us,
Can we once suppose
That all the men would frown upon us.
When going to the polls?

Chorus:
We love our boys, our household joys,
We love our girls as well,
The law of love is from above,
'Gainst that we ne'er rebel.

No discharge have Christian women
From the war with sin;
At the polls with Gog and Magog
Must the fight begin.
Since we've Bible-marching orders,
Need it fright our souls,
Though all the men should on us frown
When going to the polls.

Election of 1888. Grover Cleveland, Democrat, opposed Benjamin Harrison, Republican and grandson of "Old Tippecanoe" (William Henry Harrison, elected U.S. President in 1840). Needless to say, it was the Democrats who sang the first song; the Republicans, the second.

"His Grandfather's Hat"
Tune: "Grandfather's Clock"
His grandfather's hat is too big for his head,
But Ben tries it on just the same.
It fits him too quick, which has ofttimes been said,
With regard to his grandfather's fame.
It was bought long ago, and it makes a pretty show
In that "jolly hard cider campaign."
But it don't fit even a little bit
On Benjamin Harrison's brain.

"Grover's Veto"
Tune: "Tit Willow"
(Previously printed in *True Blue Republican Campaign Songs.*)

Oh, a fat man once sat in the President's chair,
Singing veto, veto, veto;
And his face was unwrinkled by sorrow or care,
Singing veto, veto, veto.
"I've no use for these pensioners, Daniel," said he,
"For nine-tenths of their claims are all fiddle-de-dee.
And this is the way I will fix them, you see,
With a veto, veto, veto."

So he sat in his chair as the pension bills came,
Writing veto, veto, veto.
Regardless of merit, 'twas always the same;
It was veto, veto, veto.
For said he, "Had they followed my excellent plan
And paid a small sum for a substitute man,
These bills would have never come under the ban
Of my veto, veto, veto."

But about next November the people will come
With a veto, *vote*, O, *vote*, O!
And say, "Sheriff Grover, you'd better go home,
With your veto, veto, veto.
For the sons of the thousands who suffered and died
Will remember the trick and take a just pride
In sticking right thro' your rhinoceros hide
A veto, veto, veto."

Election of 1928. Alfred E. Smith, Democrat, opposed Herbert Hoover, Republican. A song revealed Charles A. Lindbergh's endorsement of Herbert Hoover.

"If He's Good Enough for Lindy, He's Good Enough for Me"
New words and new music adaptation by Oscar Brand TRO© Copyright 1964 Hollis Music, Inc., New York. Used by permission.

Charles Lindbergh flew his plane all the way to France.
Most of the way he flew by the seat of his pants.
Good old American know-how, that's the right way to be,
And if he's good enough for Lindy, he's good enough for me.

Chorus:
If he's good enough for Lindy, he's good enough for me (3 times)
Herbert Hoover is the only man to be our nation's chief.

Charles Lindbergh flew his plane to France to see what he could see.
Now that he's back he's looking at our old country,
And what he has to say stands out in bold relief,
Herbert Hoover is the only man to be our nation's chief.

Now you all remember Hoover, back in the war,
He saved us from the Kaiser,* now he'll give us something more.
He'll serve as the President of the land of the free.
If he's good enough for Lindy, he's good enough for me.

Instructions for students. The lyrics above can lead you into a study of propaganda techniques in use this year. Here are some activities to start off with.

1. Read through the lyrics. As you do so, look for phrases that are examples of any of the five propaganda techniques. For example, "If He's Good Enough for Lindy" is a perfect example of a testimonial or endorsement. When you think you have found an example, draw brackets around the phrase and write the name of the technique above it.

2. With three or four classmates, pick a well-known tune and write lyrics of your own for it that advance the cause of a candidate who is running for local, state, or national office this year. Use as many of the propaganda techniques as you can. Be prepared to sing your song tomorrow.

3. Collect propaganda from this year's campaign for a bulletin board or scrapbook display. Include brochures and flyers as well as the words to slogans, jingles, and any songs you can find. Identify the propaganda techniques and design a display that teaches those who view it how to recognize propaganda devices.

—Roselle Chartock, *social studies teacher, Monument Mountain Regional High School, Great Barrington, Massachusetts.*

*According to historians, Herbert Hoover probably never saved anybody from the Kaiser, but he did save millions of Europeans from starvation during and after World War I in his capacity as director of various relief efforts.

Some Resources on the 1980 Elections

(continued)

ooks and Pamphlets

The following three publications are available from the ague of Women Voters of the United States, 1730 M .N.W., Washington, DC 20036:

Choosing the President 1980. Analyzes political party ructures, delegate selection, and the mechanics of party nventions. Examines campaign strategies and financing d voter behavior at all levels of the election process. A neral reference for teachers and high school students. 80. 106 pp. Publication #420, $1.95.

Pick a Candidate. A matter-of-fact guide to help voters d students move beyond the images presented by major litical candidates and to focus on key issues. Identifies ividual voting styles and campaign techniques and warns ers about various pitfalls in public opinion polls. Ele- tary and secondary. 1980. 7 pp. Publication #259. imum order, 10 for $1.

Make Election '80 a Real-World Lab. Encourages stu- t interest and participation in the political process. ludes ideas for class activities. Elementary and second- 1979. 8 pp. Publication #485. 75¢ per copy; 10 for $5.

ABC's of How a President Is Chosen. Reprinted from February 18, 1980, issue of *U.S. News & World eport*. Defines political terms and describes aspects of the mpaign and election process from the primaries to the earing in of the President. Includes regulations on cam- gn spending, the role of the electoral college, and the rming of a party platform. 8 pp. 20¢ per copy; minimum der, 5 copies. Subscriber Service, *U.S. News & World eport*, 2300 N St., N.W., Washington, DC 20037.

Presidential Nominating Conventions. Joseph Cantor. up-to-date account of the convention process including unctions, recent changes in party rules, and the role of media in an election year. Secondary. 1980. 14 pp. blication #63. $1 per copy (bulk rates available). Cen- for Information on America, Washington, CT 06793.

lection Kit. American Newspaper Publishers Associa- n (ANPA). Newspaper supplement includes activities to ntify candidates and key issues for both state and federal sions. Elementary and secondary. 1980. 8 pp. Available through local newspapers.

lmstrips

The following filmstrips are available from Educational richment Materials (a company of the *New York mes*), 357 Adams St., Bedford Hills, NY 10507:

State and Local Government in Action. Describes the anization of state and local governments and identifies key public officials. Includes discussion topics, worksheets, and activities. Secondary. 1978. Complete program includes two wall charts, 12 spirit masters, and six color/sound filmstrips. $145. Department 4 2 6TE.

The 1980 Presidential Election. First in a series of eight filmstrips on current affairs and the only one of the eight that deals with the 1980 election. Follows major political candidates through the summer conventions and the rigors of the campaign trail. Secondary. 1980. Includes color filmstrip/cassette, activity duplicating master, and teacher's guide. $27. Department BF 4752368TE.

The following filmstrips are available through Eye Gate Media, Inc., 146-01 Archer Ave., Jamaica, NY 11435:

The Abuses of Politics: Reality or Rarity. Provides a historical overview of key elements in the political process, such as campaign financing, the electoral college, and the right to vote. Twelve-part series on the realities of modern political society. Secondary. 1980. Complete series, $204. Individual filmstrip/cassette package, $25. Catalog #X208.

The American Political Party System. Highlights origin and development of two-party system. Secondary. 1980. Set of four filmstrips and two cassettes with a teaching guide, $68. Individual filmstrip/cassette package, $25. Catalog #4-1.

Now You Are a Voter. Alerts students close to voting age about voter registration procedures, the polls, and their responsibility to participate in a political world. Secondary. 1980. Set of four, $68. Individual filmstrip/cassette package, $25. Catalog #X337.

The following filmstrip programs were developed by the *Associated Press* and are available through Prentice-Hall Media, ServCode TS, 150 White Plains Rd., Tarrytown, NY 10591:

The Election Process. Examines the election process from the primaries to the general election. Highlights the escalating cost of campaigning and includes discussions of the role of TV and the function of the electoral college. Secondary. 1980. Two color filmstrips, program guide, and cassettes, $55. Catalog #TSC7910.

Making Choices: The Dynamics of the New Politics. Defines the changing concept of politics, focusing on the 1972 elections. Emphasizes the importance of youth and women in the political process and the shift toward an issue-oriented voting public. Secondary. 1973. Two color filmstrips, program guide, and cassettes, $55. Catalog #TSC6510. □

SPECIAL FEATURE ON 1980 ELECTIONS

(continued)

"Elections Are Good for Democracy" and Other Maxims by Schoolchildren

When you're teaching school during a presidential election year, you may be struck, as I always am, by the way children see into the real meaning and value of the election process in a democracy. Children's comments provide us teachers with unique glimpses into what really goes on in their minds. In order to share some of these, I began many years ago to collect and publish some of my students' more captivating comments. Originally I wrote under a pseudonym, in case some parents might think I was holding their children up to ridicule. I found, however, that without exception parents realize that we grown-ups can only envy the beauty and poetic simplicity of a child's manner of expression.

Let's begin examining my collection by following a trail of very small footprints into America's past to see what the youngsters have to say about democracy at work in American history.

For quite some time there was Earth but no America. This greatly slowed up the progress of elections.

Grover Cleveland figured out how to be both our 22ond. and our 24ourth. president. He did this by getting beat by our 23ird. president.

Theodore Roosevelt and William Taft were at first friends but later became contemporaries.

When Franklin D. Roosevelt triumphed, he triumphed hard.

Eisenhower and Stevenson were the first candidates to do much flying in the campaigns. All those before them had stuck pretty close to terra cotta.

The very young don't let facts get in the way of their imaginations, which can soar away at the slightest touch. Here are some "imaginary facts" about selecting candidates.

By HAROLD DUNN
Teacher, Ballwin (Missouri) Elementary School.

We have a White House. We have a president for it. Thinking about who to be it is one of our constant doings.

Much has been said about balancing the budget. It has been found that budgets are more talkable than balanceable.

If you want to know a year ahead of time who is going to be a party's presidential candidate, you can always write and ask the National Committee Chairman to get no hint at all.

Yesterday I thought how it would be best for Carter or Reagan or any of them to try hardest for those

Lincoln's life teaches us the advantage of enjoying what we have, even if there isn't any.

William Bryan was nominated for president in three different Democratic Convents.

tates with the most electoral votes. Except it had already been thought of.

Kids have a startling way of putting a backspin on their answers, saying something that's absurd and sensible at the same time.

The teensiest part a convention can be divided into is a delegate.

Being nominated means watch out unless you don't mind getting elected.

These smoke filled rooms are where they go and after a lot of fighting and lickering they finally agree on a candidate.

If some law said the Republicans and Democrats had to meet at the same convention, people might have to stand closer together but their ideas would probably be even farther apart.

Every four years America is struck by presidential campains.

The words "Take the stump" started in early days when a candidate would use a tree stump as a speaker's platform. I have heard at least one person who claimed this was interesting.

We are learning how to make our election results known quicker and quicker. It is our campaigns we are having trouble getting any shorter.

It is possible to get the majority of electoral votes without getting the majority of popular votes. Anybody who can ever understand how this works gets to be president.

There is no use trying to elect a president without electing a vice president. It's just one of those things.

Some other countries have very, very democratic elections. But the elections in America are very, very, very democratic.

Elections are good for democracy and having tests about.

Many of our presidents have been people who were born right here in America.

A victory celebration is a custom left over from the times when people were happy.

An election won't take unless the winner is inaugurated.

After inauguration, letters to the President from America's classrooms are as thick as chalk dust.

Dear President: Is this your right address? I have an important question I need to find out, but first I need your address. Is this it? If not don't worry although it was pretty important.

I have to draw a tree-diagram of our government and I am stuck on the Executive Branch. You are equal to the Senate and the House. Right? But does that mean one of you equals both of them or does just one of them equal you? Also if you know anything about the Judicial Branch tell me how many limbs I should make for that one too.

Psychologists tell us that half-learning a word incorrectly is often the first step to learning it right. As you study these definitions of important political terms, I guarantee you'll find out things you never knew before.

Corruption is when the party in power is making too much profit. If it is a smaller amount it is known as politics.

A **darkhorse** is a candidate that the delegates don't know enough about to dislike yet.

Grassroots are not what they sound like they are. I am not sure what they are, but they are not that.

An **Independent** is a Republican or a Democrat that cannot make up his mind which.

Political **instinct** is what tells a candidate the right thing to do and say. **Extinct** is when he is wrong.

When the radio mentions a **landslide**, cross your fingers and hope it is talking about an election. □

This article is adapted with permission from *Our Hysterical Heritage: The American Presidential Election Process, Out of the Mouths of Babes.* Paperback, $3.95; hardback, $7.95. Text © 1980 Harold Dunn. Illustrations by Victor Curran, © 1980 Stemmer House Publishers, Inc. At bookstores, or address the publisher at 2627 Caves Rd., Owings Mills, MD 21117.

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9

EDUCATION IN JAPAN

Japan has a worldwide reputation for its commitment to education. For generations, Japanese children have been taught to honor their teachers, to study hard, and to be productive in school. Although many modern Japanese young people have discarded, at least temporarily, traditions that they consider outmoded, their respect for learning remains strong.

Japanese children begin their free, compulsory schooling when they are six years old. The process they begin has surprising similarities to, as well as distinctions from, U.S. education.

One way in which Japan's educational system differs markedly from the American system is the amount of time Japanese students spend in class. In addition to attending class during week days, they also go to school for a half-day on Saturday. Since most schools are in session for 240 to 250 days a year, most Japanese students are exposed to about two months' more schooling annually than their American counterparts.

Another difference between Japanese and U.S. educational systems is in vacation scheduling, especially for teachers. The school year begins April 1 and ends in March of the succeeding year. During this year's time, students have a long vacation from the third week of July until the end of August, in addition to two weeks off both at the end of March and during the Christmas-New Year period.

Teachers, however, get only two weeks' vacation all year. During student vacation periods when regular classes are not in session, teachers are expected to conduct enrichment courses, take students on camping trips, or tutor their pupils.

Japan's nine years of compulsory schooling consist of six years of elementary and three of junior high (or middle school, as it is called in Japan). The upper secondary school—grades 10, 11, and 12—is neither compulsory nor free (tuition was about $15 a month in 1979), but about 90 percent of all students enter one of its three tracks: general (or academic) senior high schools, vocational senior high schools, or five-year technical colleges.

In elementary school, Japanese students concentrate on social studies, arithmetic, science, and their difficult-to-master Japanese language. In addition, the curriculum includes music, arts and crafts, homemaking, physical education, and morals. All children are automatically promoted from year to year and are then passed on to the junior high school.

During the junior high school years, students study the same general subject areas but accelerate rapidly in mathematics, physical science, chemistry, and biology. Japanese continues to receive much attention.

One major curriculum change that differentiates junior high school from elementary school is the electives program. In junior high school, students can take one or more electives each year according to their aptitude and ability. If they wish to study foreign languages, they may begin in the seventh grade. Most schools offer En-

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glish, French, and German, as well as other languages. For students who don't take foreign languages, junior high schools offer vocational courses.

Schools throughout Japan have an impressive record not only of keeping students in school, but also of guaranteeing that they will achieve minimal standards, even in demanding areas such as math or science. Japanese teachers, students, and parents work together to see that every student keeps up with the class.

In Japan, parents—especially mothers—play a dominant role in boosting their children over every academic hurdle. The family recognizes that a child's future economic position and social prestige are directly linked with educational success as measured by tests. More so than in most countries, Japan's educational system is a conveyor belt to success. Parents, therefore, are willing to make sacrifices to ensure their children's positions. (Many parents like to give their three-to-five-year-olds a head start by sending them to private kindergartens. In spite of the tuition cost, about two-thirds of this age group attend kindergarten.)

During the critical time of examinations between junior high and high school—and later between high school and university—family life may be completely reoriented if necessary to give a student undergoing "examination hell" (as it is widely known) the time and space to study without the normal distractions of family life. During these times, when the student's fate will be determined essentially by how well he or she does on a test, the mother's complete encouragement and support are deemed essential. Thus, mothers have earned the national nickname of "education moms."

Teachers, also, cooperate in the goal of seeing students successfully pass from one level to another. Beginning in junior high school, teaching methods are formulated to assist students toward one major goal: the entrance examination for senior high school.

Japanese students, especially boys, are subjected to tremendous pressure to do well in school so that they will eventually be able to pass the entrance exams for "good" high schools, those with reputations for subsequently preparing students to pass the entrance exams for prestigious universities. In addition to their heavy schedule of regular classes, 12-year-old boys often attend "prep school" classes that last until seven or eight o'clock in the evening.

Aside from special tutoring for examinations, private lessons in such subjects as music, martial arts, or calligraphy often complement the formal education of elementary and junior high school students.

All is not work, however, for Japanese students. Several white papers published by the Japanese government in late 1979 indicate that youngsters spend an average of three hours a day watching TV and express concern that Japanese children are becoming passive viewers rather than active participants in life.

Young Japanese don't read as much as they did, according to these government reports; and, when they do read, it is often comic books. Perhaps these tendencies toward escapism are one result of the educational system's relentless emphasis on success as measured by examination.

Senior high students are under even greater pressure to study than junior high students. They are constantly reminded of the extremely difficult university entrance exams they will have to pass in order to succeed in life.

Senior high schools are numerous in every city and prefecture, the best ones being highly selective. Girls rarely attempt to get into the elite senior high schools unless they plan a professional career. The average girl, planning marriage, goes to a girls' senior high, where the course of study is slightly less rigorous than that of an elite high school.

Senior high schools are divided into general (academic) schools, vocational schools, and a few comprehensive schools that include both tracks. Vocational or technical schools traditionally have not been highly regarded, primarily because they are terminal. Their graduates cannot change their minds and decide to enter the university. Most students, therefore, elect the academic course even if they are not sure they will want to go to college.

To graduate from senior high school, students must take a minimum of 85 credit hours. (A credit hour is one class session per week for 35 weeks.) Fifteen hours of physics, chemistry, biology, and earth science are required in the general academic program. Vocational students must take two or more of these courses, depending on their major.

During the last year of high school, all students who plan to enter college must take a government-sponsored preliminary entrance examination. Comprehensive and difficult, the 12-hour exam is spread over two days. On the basis of preliminary exam scores, students decide which universities they can probably gain admission to and later sit for those entrance exams. About 37 percent of college-age students matriculate.

In Japan, all prospective candidates for university admission have a clear picture of the pecking order of the various universities. Given a choice, probably every student would enter the prestigious Tokyo University, as success is virtually guaranteed all of its graduates. Kyoto University and the other former imperial universities closely follow Tokyo in prestige and in the quality of education they are reputed to offer. Ranking next are the prefectural and municipal, or what are termed public, universities. In addition, a number of private universities accommodate at least 75 percent of all students. Although some private universities rank in excellence with the top imperial universities, most are not as good and cost more.

In addition to the 433 four-year universities, there are 519 two- and three-year junior colleges that specialize in general cultural, vocational, or semi-professional fields. Most junior college students are women. Although women are free to enroll in four-year institutions if they pass the entrance exams, traditional ideas of what is feminine are powerful deterrents. The proportion of women in prestigious universities is small.

Even when women do gain university admission, their success as students is measured, as is the men's, by their ability to secure good jobs in the semester before graduation. Unlike men, however, women are considered temporary workers, and therefore jobs are more difficult for them to secure. Furthermore, Japanese society expects women to be married and rearing children by the time they reach the age of

28 to 30, so even those who manage to be hired for white collar jobs are sometimes let go at that time in their lives, regardless of how productive they have been professionally. The primary value of a university education for most Japanese women is as a social asset—a "selling point" for prospective brides.

In contrast to the first 12 years of Japan's educational system, during which passing exams is all-important, the university system frees students from such pressures. Suddenly, hard-working and conscientious high school students are transformed into relaxed and leisurely college students.

Once admitted, most college students are assured of graduating, regardless of their performance. They are rarely dropped because of poor grades or poor attendance. Failing a student is considered too harsh. The average university student has a four-year rest from the rigors of preparing for the entrance exam. Without pressure from professors to study, college students have plenty of time for Mahjongg, sports, and extracurricular club activities.

In 1979, I spent one semester in Japan teaching business communication in English to business administration students at a public university in southern Japan. Before leaving for Japan, I looked forward to working with these conscientious, motivated students. After all, everyone knows the Japanese are workaholics; they would be a delightful change from the (sometimes) less-than-eager students found in the average American college classroom.

The cold reality dawned on me very quickly. My Japanese students were courteous, respectful, and delightful to know. They were neither hard working nor scholarly, however. When I assigned homework, they smiled politely and did not do the assignments. When I announced a term project, they ignored the whole idea. They came to class and listened politely to my lectures and took notes, but that was the extent of their participation in the learning process. When I questioned other professors in Japan and in this country, I found this to be the norm.

Of course, many university students do not fit this norm; scholarly and productive students are found at Tokyo University and other top universities. The syndrome is prevalent enough, however, that Japanese educators have begun to discuss and write of their dismay about the future of scholarship in Japan. They claim that students cannot write a simple report and that this inability is not just a matter of misspelled words or an unbelievably small vocabulary—although these problems are bad enough.

Even professors from prestigious schools such as Tokyo University complain that students cannot write well-organized sentences because they cannot organize their thoughts logically. Newspaper articles express the concern of government and business that university graduates lack the ability to understand an issue, to find a creative solution to a problem, or to write a satisfactory report.

According to Japanese critics, which include the Japan Teachers Union, the 12 years of school prior to university focus too heavily on the examination. Teachers prepare students to be adept at memorizing bits of information and answering multiple-choice test questions—which, the critics hypothesize, seems to drain students' creativity.

Despite the problems of Japan's universities, the remarkably high quality of the country's pre-university education is noteworthy. For American educators, perhaps the most intriguing characteristic of Japanese schools is the complete lack of dropouts—they are unheard of. Illiteracy is almost nonexistent. Likewise, motivating students to learn is almost never a problem. The traditional respect for education is still alive.

American teachers, beset by problems of student violence and lack of respect, may envy the Japanese teacher, who still feels a part of a "sacred profession." The aura of respect for teaching and learning that is very real in Japan may engender in American teachers nostalgia for an era long since passed.

What are the reasons for the difference between the Japanese and American educational systems? Primary among the influences that make the difference is Japan's traditional value system, which is based in large part on Confucianism. One predominant tradition coming from Confucianism is the belief in a hierarchical system of inferiors and superiors, with loyalty, obedience, and—most of all—duties prescribed by custom and law. Conformity to this system brings happiness and harmony; lack of conformity brings unhappiness and disorder.

Another tradition is the respect for learning. The individual must work and study; it is each person's duty to the Emperor and to one's parents. It was and still is a way to gain self-fulfillment and self-respect.

Everyone accepts these traditions and values, in part because Japan is a homogeneous society. In *Japan Today: People, Places, Power*, William Forbis reminds us that the Japanese have always been a "moated people protected by the sea and relatively immune from invaders." From this, says Forbis, flows the Japanese sense of unity and shared goals.

Finally, Japan is a meritocracy in which each individual will rise by dint of his own achievements. Knowing this, each student, with the help of his or her teachers and family, gives full cooperation and exerts tremendous energy in the learning process.

Looking at Japanese education can make American teachers realize the great challenge they face—greater, perhaps, than that faced by other groups of teachers in the world. □

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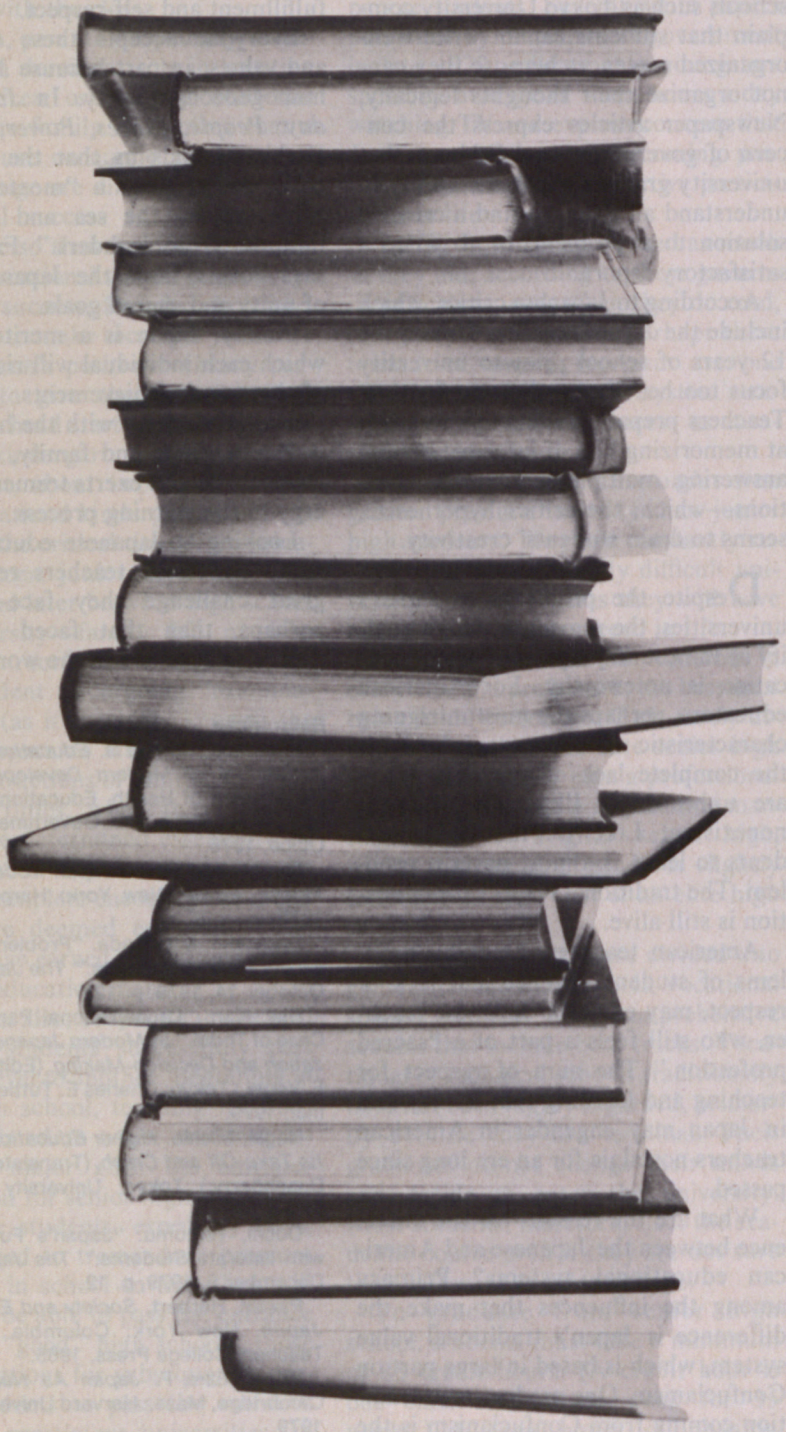
SELECTING BIAS-FREE TEXTS



Textbook selection committees are responsible for, among other things, choosing books free of the biases that either overtly or subtly prejudice young minds about categories of people. The expertise of ethnic minority group members is indispensable to the work of selecting curriculum materials. Because of the job's complexity, many committees have developed selection guidelines to serve as a resource for teachers and others who make decisions about teaching materials.

Guidelines typically state that the content and illustrations of curriculum materials should fairly represent different groups of people, attributing the full range of occupations, emotional states, and socioeconomic levels indiscriminately, regardless of sex, race, ethnic group, or religion. Likewise, guidelines usually say that the language of curriculum materials should avoid loaded words, biased connotations, and sexual attributions.

By 1979, so much research and evaluation on fair curriculum materials had been carried out that teachers and other curriculum planners needed a catalog to help them make the best use of all available resources. In response to this need, the U.S. Commission on Civil Rights compiled *Fair Textbooks: A Resource Guide* to promote, according to the Introduction, ". . . equality based on sex, race, ethnicity, and, in general, greater social fairness for all."

NEA RESOLUTION

Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their life-styles, but convey a negative self-concept to ethnic minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes.

This 430-page book lists four major ...ds of educational resources and how ...ey can be obtained:

1. *Material Resources*, divided into six ...sections:
   - Research—the major studies con...ted in the seventies on textbook bias
   - Special issues of journals, newsletters, ...d bulletins that address the problem of ...
   - Textbook evaluation—instruments for ...luating instructional materials
   - Nonprint materials—toys, games, ..., slide shows, or movies that coun...act existing biases
   - Resource lists—resources promoting ...ness, including textbooks, nonprint ma...rials, workshops, and organizations
   - Bibliographies—booklists compiled ...the subjects of race, ethnicity, religion, ...dicaps, and sex roles.
2. *Procedural Resources* (guidelines), ...ided into subsections on textbooks, on ...rriculums, on administration, and on ...te statutes.
3. *Directories*, divided into subsections ...publishers and on state departments of ...cation.
4. *Organizational Resources*, divided ...o subsections on organizations and on ...ferences.

Each subsection of the *Guide* (ex...pt Organizational Resources) is it...lf organized into listings by type of ...aterial, relevant subject area, and ...roups to which the resources may be ...plicable. Likewise, each individual ...source item throughout the catalog ...coded to provide easy cross-refer...ce by grade level; subject area; and ...hnic, religious, or other group.

If you wanted to know whether Chinese-Americans rear their children without sex bias, you might look in the Research subsection of Material Resources and find the group index labeled Asian Americans. There you would find all the research items concerning Asian Americans categorized by grade level and by applicability to either males or females. You would probably want to check all the items listed for their relevance to Chinese-American child-rearing. You'd be delighted to find that item No. 62 would seem to be exactly what you need: "Children: A Perspective on Chinese-American Child Rearing." Complete information on how to obtain this free 19-page booklet is provided.

If you needed guidelines on how to develop curriculums on the teaching of sex roles, you would look in the Females group index of the Curriculum Guidelines section of Procedural Resources. There you would find a notation for Item 667.

When you turned to Item 667, you would see the entry reproduced below.

By the group codes following NEA's address, you would discover that this book does, indeed, apply to females (F). By the grade level code (E,J,H), you would discover that the book is appropriate for elementary, junior high, and high school curriculums; and by the subject code (R,SS,O), that it pertains to reading, social studies, and other (e.g., math, science, economics).

When using the *Resource Guide*, be aware of the caveats that are listed in the Introduction:

(1) ". . . The inclusion of any particular item should not be interpreted as an endorsement by the U.S. Commission on Civil Rights. No attempt was made to evaluate individual items."

(2) The list should *not* be considered all-inclusive.

(3) Users, to gain maximum benefit from the *Guide*, must employ it both critically and creatively.

In summary, *Fair Textbooks: A Resource Guide* provides a comprehensive list of available resources that are systematically organized, coded, and indexed. Its extensive data should prove helpful to teachers. □

Fair Textbooks: A Resource Guide—U.S. Commission on Civil Rights Clearinghouse Publication 61, December 1979. 430 pp. Available FREE by mail (limit *one* copy per order). Specify Stock No. 055-000-00224-9. Address your request to Commission on Civil Rights Publications Warehouse, 621 N. Payne St., Alexandria, VA 22314.

667 **Women's Studies,** 80 pp. 1977
McLure, Gail Thomas; and McLure, John W.
National Education Association
1201 16th St., N.W.
Washington, D.C. 20036 $4.00
F E,J,H R,SS,O

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. New York—"Our bulb sale was very ul. We disposed of every bulb in about 2 house to house canvass."

d, Indiana—*"Just a short note to say the past three years we have raised from 800 within a two to three week period. duct is very practical and saleable in our ity."*

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Gladwin, Michigan—"Our sale was a success as we made $1,700. We look forward to doing business with you again next year. Thank you for your time and consideration."

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(Minimum order: 5 cases of Thank-You Paks or Energy-Saver Paks, which you may assort).

Also, please send without charge the materials checked: ☐ Bumper Stickers ☐ Radio-TV and Newspaper Releases ☐ Posters ☐ Sales Plan ☐ Identification Cards.

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SHIP TO:

Name_____ (Print person's name who will receive shipment) Telephone ( ) (area) _____

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02STE-S

CIRCLE QUICK-ACTION CARD NO. 55

SCHOOLS AND THE POWER OF TELEVISION

What are the real *dangers of television viewing for children? What are its potential benefits for their education? NEA Executive Director Terry Herndon is chairman of the National Council for Children and Television. Maria Robbins, Associate Editor of the Council's quarterly publication, asked him some questions on these subjects in an interview, portions of which are reprinted below. The original interview appeared in the Fall 1979 issue of* NCCT Forum, now Television & Children.

What is the background of NEA's involvement and concern with television?

Television has been a scapegoat for almost every adult's anxiety about what's happening to children. The 1.8 million teachers who are members of the National Education Association experience daily the anxiety, frustration, and trauma in the lives of children. They, like much of the rest of the population, think that television viewing is at least a partial explanation for the often difficult behavior of children today.

This criticism of television probably contains some truth, but it is not nearly so valid as many people believe it to be.

What is the NEA doing about the situation you describe?

The NEA has looked for ways to become a constructive influence on television programming. One thing we are doing is calling to the attention of America's teachers the television programs that might be useful in classroom activity. Research on a number of programs we have recommended this way suggests that classroom use of a television program significantly increases the audience for that program.

Further, through recommendations released to the general public, we make children aware of quality programs on television. A number of years ago we started recommending certain programs for viewing. Gradually the networks became convinced that an NEA recommendation significantly increased the audience for a program. Naturally enough, they now seek our recommendations.

Recommending programs no longer demands a great deal of initiative on our part, but rather judgment and the willingness to take some risks. We are interested in exposing children to quality programs; the networks are interested in increasing their audience. Those interests sometimes coincide.

Do teachers actually recommend that kids watch the programs?

Selectively. It's up to the individual teacher. When *Roots* and *Holocaust* were shown, many teachers built classroom activities based on those programs into their curriculums and assigned the programs as homework. In other cases, teachers merely call attention to a scheduled program. I'm sure some teachers ignore programs that are recommended.

Have you come across much resistance from parents when teachers assign children to watch certain programs?

Some. But a high quality program that deals with contemporary issues and attracts a lot of public attention would be seen in many homes anyway. Moreover, most American parents are very cooperative about assignments that children bring home from school.

A great deal of work is now being done to develop curriculums in critical viewing skills. What do you think about the need for this?

It is absolutely essential that we find ways to increase the ability of children to use television selectively and view it critically. A curriculum in critical

Terry Herndon, NEA Executive Director

viewing skills is worth experimentation in this area.

The power of television as a communications medium is awesome, and control over the medium inexorably tends to gravitate into the hands of relatively few corporate interests. Any situation in which economic power is the principal qualification for controlling such a medium is dangerous. Anyone with enough money can skillfully present an ideology to great numbers of people, and such concentrated control over programming could lead to intellectual tyranny.

The public schools, which are decentralized by law, are about the only institutionalized safety valve capable of preventing television programming from intellectually dominating the public. The schools need to inculcate into children a disposition toward critical thinking, an ability to evaluate alternatives, and a habit of consciously making decisions rather than passively accepting the messages delivered by this pervasive medium.

Our children need to be taught the skills of challenging, hypothesizing, inquiring, documenting, evaluating, and making intelligent choices. As I see it, they need these skills even more than they need critical viewing skills. They must be encouraged to create and not just absorb.

QUBE, an experiment with interactive television, plans to bring secondary and college-level courses into the home by means of the television set. What do you think of that approach to teaching?

I think it has considerable potential. Interactive television can be a very powerful instructional device. The NEA and I tend to think about television in two ways: on the one hand, as the sum of the programs that enter almost every home and some classrooms; and, on the other hand, as a technology. Obviously, linking television with computers to provide sophisticated interactive capacity makes it possible to do many things in the classroom that could never have been done before.

Television has great potential as instructional technology. It may be used for good or ill. There is, after all, a great deal of flexibility in what one does with any technology.

Then you are not worried about the prospect of a child's sitting at home and learning from a television set rather than learning in the classroom?

No. I'm pretty realistic about that. There are thousands of influences other than schools in the lives of children. Television is one. Interactive television might be another. The schools' challenge is to deal with children as they come to school, realizing that they are exposed to many influences outside of school. I expect that in the life of a child, the neighborhood, the community, even the family can be a far more destructive influence than an afternoon with television, interactive or otherwise.

What do you think about the tentative connection between heavy television viewing and declining English and math scores?

I know that television is at least a significant distraction in the lives of children, but there is some rather impressive evidence that television can be used to stimulate reading and to raise the level of interest in reading—albeit very selective reading. The effects are probably mixed.

We simply can't isolate television as a variable and describe its impact on children's behavior. I am regularly impressed by the profound changes in the social environment in which children live. Television is one part, but certainly not the whole. The typical child in our society has many, many choices of what to do with his or her time.

Life is much more complex than just going to school for a few hours, coming home to work for a few hours, playing for a few hours, and going to bed. Children today have access to transportation that enables them to escape easily from a community in which they are known to a world of anonymity. They have money to spend and places to spend it. They have television to watch. They have families that don't function in the way that families used to function. Twenty years ago it was quite realistic for children 10, 11, 12 years old to believe that once they mastered certain fundamental skills they would be employable. It is now virtually impossible for children to think realistically about employment until they are 17, 18, 19 years old, and even then it's difficult.

All of the incentives to master those fundamental skills have changed. The goals and rewards are abstract and long-range rather than concrete and immediate. I expect that these changes are more profound influences than the availability of television.

In some ways, I think children's attraction to television is an effect rather than a cause, although many people believe that television is the cause and all else is the effect.

One of the most often-heard criticisms of television

is that it presents an unrealistic picture of life. Many people think that as a result of watching television children are unable to distinguish between fantasy and reality.

Television certainly miseducates. The land of television in which major problems arise, unfold, and get solved in 25 or 30 minutes is a fantasy land. But I'm very cautious about reaching simple conclusions about causes and effects. I'd like to know why some children are more susceptible to delusion than others. I'd like to know what it is in the social environment of some kids that makes them so susceptible to influence by fantasy.

More than any other medium, television makes fantasy available readily, easily, inexpensively, and uniformly. Maybe many children have crossed the threshold of tolerance. But I think that the vast majority have enough experience with reality to offset their experience with television. Again, I consider the attraction to television to be an effect, not a cause.

Where do you feel the responsibility lies for monitoring how much television children watch?

There is only one place where it can be done—in the home. That does not mean that it *will* be done. The current direction of our social structure suggests that children will be subject to fewer and fewer adult controls at earlier and earlier ages. That's the way things are going.

There's no way the schools can change that, because they only have the children five or six hours a day. The schools can be only a part-time control mechanism and perhaps a partial antidote to whatever social pathologies children are exposed to in the balance of a 24-hour day.

What do you think government can do about the effects of television viewing on young people?

Here again, I don't think that government can be effective if it focuses entirely on the politics and economics of television distribution, fairness, and accessibility. Probably the most constructive things that government can do are to bolster the schools and to create opportunities for young people to be productive outside of what we have perceived traditionally as the school day.

Our governments—state, local, and national—have never really responded to the changes in society and the diminished economic roles of young people. We have never posed the question, "What does this mean in terms of governmental services and social order?" Never having posed the question, we have never discovered the answer.

What about advertising to children? Should it be banned? Is it really as harmful as some people say it is?

My view on that is not terribly popular with many teachers or most reformers. I think the whole issue is a red herring. Available data suggest that children spend more time watching adult programs than watching children's programs. Therefore, if you are going to control what is perpetrated on children by means of television, you'll have to look at a great deal more than children's programs and the hours that are set aside for children.

Certainly the popularization of sugar-coated cereals is bad, but in my opinion it is not nearly so destructive as some of the other aspects of television. Narcissism, materialism, the quick and easy answer, violence as a solution to problems—all are of much greater concern to me than attraction to sugar-coated cereal and silly toys. If we don't deal with these larger issues, I think we have really missed the boat, certainly as far as children are concerned.

What about the Saturday morning ghetto?

I have said very often that my biggest concern about children and television is the values reflected in the way children use time. There is some real junk on Saturday morning television, certainly. There is some real junk on Friday night television. But television generally delivers an array of choices. Some programs are constructive, and some programs are destructive. The great mass are at worst simply inane. They're probably not going to do anybody any great harm; they're just wasting a lot of very valuable time.

The challenge for our society, particularly for parents and teachers, is to enable children to make constructive decisions about using their time. To sit in front of a television set for four hours on Saturday morning and expose oneself to the absurdity and the inanity of whatever comes along is probably not so harmful in itself, but the children who do that will not have done what they might have done with those four hours.

Let's talk about television within the schools: Do you think that a lot of television sets in schools are unused?

Yes. It isn't only television sets; it's hardware in general. The schools in many cases are not well managed or well directed. Decisions are often made by people who will have virtually nothing to do with carrying them out, that is to say, by people other than teachers.

Television is particularly difficult to use in the classroom unless the school has the resources to provide a wide array of programs that teachers can use on a flexible schedule. The typical elementary school teacher who is trying to lay out a flow of work over a 40-week period does not have any particular interest in, or need for, a piece of film at 10 o'clock on a Tuesday morning just because that's when it happens to be scheduled on ETV. If that particular program on Tuesday morning is not in some way related to what has happened in that class on Monday and what

is planned for Wednesday, it is simply a distraction from the flow of events.

In most cases, a school can get some federal or private money to purchase a piece of equipment, but without a constant flow of money to support the utilization of that equipment, it will sit around unused.

When a school district is strapped for money, as most seem to be, where should the money go—television sets or teachers' salaries?

I think most people accept the fact that a real, live, breathing teacher is the core of any instructional program. However, when cuts are to be made, they generally are proportional. If the payroll for teachers is 65 percent of a $20 million budget and there is a $5 million budget reduction, the payroll will probably be cut to 65 percent of a $15 million budget.

That's the nature of the school, because it is essentially a social institution. It is people. You need supporting materials and supplies in direct proportion to the number of people using them. Relative costs have been very constant through massive fluctuations in spending on education. If spending goes up dramatically, relative costs don't change. Likewise, if it goes down, they don't change.

If I had my own way with federal money, all of it would be earmarked for two things: additional teachers and additional teacher training. I'd leave it for the local districts to find the best ways they could to finance discretionary materials as needed. The opportunistic acquisition of new hardware merely because there are federal dollars available for hardware has no effect on what actually happens in the school.

Let's go back to a point you mentioned earlier. Will you say something more about what you mean by intellectual tyranny in relation to television?

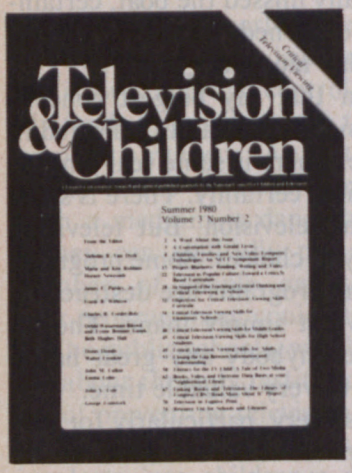
I'm talking about the regular, frequent exposure of the American people to a powerful and sophisticated medium controlled by a few people whose interests are primarily economic and who have the capital to be in business.

As I said earlier, I think the schools are probably the best opportunity that this society has to develop the intellectual capacity to cope with this dominant influence and place it in perspective.

Corporate influence on television has profound implications for education and freedom of thought. One of the major issues that we as a teachers organization have had to cope with over the last hundred years has been academic freedom. And probably the most significant challenges to real freedom to inquire, to study, to explore, and to read have been the very powerful economic interests in the United States, which often take a relatively conservative view of what ought to be happening in schools.

Now if those economic interests are able through their political influence to lay more and more strictures on the right to inquire in the schools, and if teachers continue to be in jeopardy for challenging traditional assumptions and traditional institutions, and if at the same time, television, which enters all the homes in the country, is promulgating a similar traditional orthodoxy, then I think the prospects for intellectual tyranny by corporate America become very real. Schools and teachers must be free. □

This article has been excerpted from "A Conversation with Terry Herndon" in the Fall 1979 issue of *NCCT Forum*, now *Television & Children*.



NCCT WORKS TO ENSURE THAT TV SERVES CHILDREN

The National Council for Children and Television (NCCT) brings together leaders of diverse segments of society, all of whom share a common concern: to understand and serve the developmental needs of children in relation to television.

NCCT's membership consists of educators, religious leaders, parents, business executives, public policy makers, and representatives of the various interest groups involved in television: producers, commercial and public broadcasters, and advertisers.

Since the daily decisions of these leaders shape the TV environment for children, NCCT seeks to foster communication among them. It provides a forum for groups who have in the past competed within the arenas of their vital interests. Now with NCCT as catalyst, these groups are enlarging their understanding of an overriding goal that is common to them all: ensuring that television will serve the best interests of children.

Fundamentally an educational institution, NCCT stimulates dialogue through its quarterly Symposia and its quarterly journal, *Television & Children* (formerly called the *NCCT Forum*). The journal is a broadly representative medium for information, research, and opinion on children and television.

Annual subscriptions are $16. If you wish to subscribe, send a check or purchase order for $16 payable to NCCT to 20 Nassau St., Suite 215, Princeton, NJ 08540.

SPECIAL FEATURE
ON TELEVISION
AND LEARNING
(continued)

USING TV TO TEACH THINKING SKILLS

n the fall of 1965, 28 squiggly first grade boys and one girl swarmed into my humid Miami classroom. With that group of children—most of them immature, most of them repeaters—I used traditional elementary teacher's tools and failed immediately. For two incredibly long days, I found nothing that could hold the attention of these youngsters for longer than a minute. Then I discovered their interest in TV and started a brand new career—TV educator.

I discovered the children liked to dictate stories—stories that centered exclusively on *Batman*, at that time a TV program that ranked as a before-school faggie. They knew all the details of the show. They talked about it with intense interest and acted out parts. While they dictated, I wrote down what they said. Then had them read their stories back to me.

By **ROSEMARY LEE POTTER**
Reading Specialist, Pinellas County (Clearwater, Florida) Schools; Author of New Season: The Positive Use of Commercial Television with Children, *Merrill, 1976.*

As they recounted the adventures of Batman, I was able to sneak in some real lessons. I introduced the skill of prediction: What do you think will happen next? Then I discussed sequence: What did Robin do next? Then, comparison: How is this show like *Gilligan's Island*?

One television-related activity led to another. Eventually, the students were willing to chart stories that were not all television-related, while retaining their super interest in their superhero. They also were able to answer rather difficult questions about other TV shows. In fact, they answered questions far beyond what one would normally expect of first graders—much less underachievers. They learned to think, and they had a good time.

Whenever the subject was television programs—plots, stars, or characters—the children were the experts. I used familiar material as the subject for hard questions—questions that would teach children to think, analyze, and extrapolate. Previously, I had been mistaken to ask children hard questions about

Scene from television production of *Roots*

unfamiliar material. No one, after all, would dare ask me a higher-order question about astrophysics.

These television-related questioning techniques in this class led me to choose the positive use of TV in promoting thinking as a topic for my doctoral study. My findings indicated that, for the group of first grade boys I studied, a television-questioning experience increased the youngsters' verbal comprehension on cognitive tests. More importantly, the use of television-related activities to teach thinking skills seemed to encourage a broader use of these skills.

For the past dozen years, I've been using a variety of dynamic TV-related classroom activities involving reading, writing, and arithmetic skills. These activities both support the instructional goals set for children and promote television literacy.

For example, one day in 1975, a sixth grader named Clara came into my class with a paperback copy of *Little House on the Prairie*. I had never seen her with an unassigned book, and I was quite surprised to see her reading a rather thick book. No doubt noticing my surprise, she quickly explained to me that she had seen *Little House on the Prairie* on TV and had decided to read the book. Here was another TV-related idea.

I began scouring bookshelves, libraries, and booklists from Xerox, Ballantine, Scholastic, and Bantam to gather television-related books for my students. Most of the books I collected fell into four categories—books based on TV programs, such as *The Autobiography of Miss Jane Pittman* and *The Making of Star Trek*; books adapted for TV shows, such as *Black Beauty* and *Little Women*; books about television with titles about TV stars, characters, and programs; and books with TV-related games such as trivia quizzes and word searches.

Students showed high interest when I brought these books into the classroom. Soon the books fell apart from constant use. Previous nonreaders read everything from the latest book about Fonzie to books like *Sounder*. Over the years, I have continued to add all the television-related reading materials I could find to my classroom library.

Then along came television scripts of prime-time TV shows. In the school year 1978-79, I used 10 of them in my class. My students devoured the teleplays and happily completed the special reading lessons that accompanied them. Each month we received from Capital Cities Communications, Inc., a script: maybe *Chips, The Waltons,* or *Happy Days*. I wrote to the producers of shows to get *The Making of Star Wars* and *Sooner or Later* scripts and to Films, Inc., for *Roots*. In spite of so much television-related reading, my students also read standard texts, newspapers, and magazines.

I also turned our attention to commercials. The children and I examined the claims of TV ads and looked for persuasion techniques, while at the same time noting the need of businesses to advertise goods and services. An awareness of the American business system is now one of my classroom goals for children.

Eventually my colleagues and I invited parents into the classroom to learn with us about television production and use. We showed them four contemporary films for children about critical viewing. Families also viewed two cassettes of NBC *Special Treats* (after-school and evening specials for young people) and we discussed the values portrayed in these programs. We used the NBC *Parent Participation TV Workshop Handbook* as a guide to encourage these parents to start talking with their children about TV programs. (The *Handbook* is available from Teachers' Guides to Television, 699 Madison Ave., New York 10021.)

Other teachers and parents at my school, television stations, networks, and newsmagazines also got involved in TV education. For example, a local TV station invited three parents to participate in shows about television use and abuse, and *Newsweek* interviewed several more. A CBS film crew spent four days in our building filming 10 teachers' work with the script of *The Lion, the Witch, and the Wardrobe*.

Television use is coming of age. Studies done in the 1960's and early 1970's on the wise use of TV will no longer suffice. The U.S. Office of Education (now the U.S. Department of Education) has subsidized the development of games and booklets to help students think about the television they watch. We will continue in our school and my class to present lessons based on television.

What's next? Will television be so responsive that students can communicate directly with it? Are video discs going to be in my classroom soon? Will students be producing television programs in prime time? Some schools are already working with portable video equipment to teach the technical aspects of TV production.

In the 1980's, will we still call television the boob-tube? Will some people still consider watching TV anti-intellectual? Or will we recognize wise television use in this decade as a matter of literacy, inviting the critical use of taste, experience, and perception? The question for the next decade is What are the best ways children can use television? And asking that question is working on the answer. □

This article has been excerpted from "TV and My Classroom: An Evolutionary Tale" in the Fall 1979 issue of *NCCT Forum*, now *Television & Children*.

SPECIAL FEATURE ON TELEVISION AND LEARNING (continued)

WHY WE NEED CRITICAL VIEWING SKILLS

In April of 1978, then U.S. Commissioner of Education Ernest Boyer, working with the Center for the Book of the Library of Congress, initiated a series of projects to help students and adults make television viewing a more purposive activity. Critical viewing skills for four groups of viewers—elementary, middle, and high school students, and adults—grew out of these projects. Their primary objective is to give these groups a greater awareness of the choices regarding television available to them. The basic premise of the projects is that everyone, even young children, can learn to be critical of TV and to use it judiciously.

Critical television viewing skills enable individuals to use television wisely as a source of information and entertainment. Being a critical TV-watcher has certain prerequisites:

- A knowledge of the special effects of TV production. Television is both more and less than real life. It compresses both time and space.
- A knowledge of the social trade-offs involved in television viewing. Excessive viewing may adversely affect mental health. A constant viewer may leave important things undone or neglect interpersonal relationships as a result of habitual viewing. TV watching may encourage a passive attitude and make a person avoid activities that require active participation.
- A knowledge of commercial influences on television and the profit motive that supports most programming. Because production is directed to the largest possible audience, discriminating viewers may not accept the value systems TV portrays.
- A knowledge of personal and group patterns of viewing. A knowledge of one's own viewing habits, as well as age-group patterns, is necessary because television sponsors use these habits to further their commercial interests.
- An ability to differentiate between information and propaganda. Advertisements frequently provide information, but they are designed primarily to sell a product. Advertisements, therefore, couch information in the most persuasive manner. Viewers need the objectivity to recognize how advertisers use humor, sex, and the bizarre to seduce them into buying products.
- An ability to understand and evaluate opposing views on news and documentary programs and to understand that TV news programs have time constraints that limit in-depth reporting.
- An ability to understand the differences between television and other media. For example, How does a book differ from its adaptation as a TV drama? How does a TV show differ from a stage or film show?
- An ability to understand one's own motivations for watching television: Why do I watch TV? What do I get out of it? Is it a diversion from a busy schedule? Do I use it as a way to stimulate myself to a deeper study of a specific issue? Is it my main source of information outside my own experience?
- An ability to understand the consumer's role in TV. How can I influence what's produced? What is my role in community-based television?

At the elementary level, children can and should learn that TV distorts the real world. They can test the television world against their real world. With parental guidance, they can learn to use TV wisely. The family, the school, and agencies serving youth can make TV viewing more responsive to the needs of children.

At the middle school level, students can learn to establish priorities on the quality and quantity of their TV watching. They are interested in how TV programs are put together, how shows are rated, and how limits are imposed on advertising. At this age, they like to critique programs.

At the secondary level, students are aware of desirable alternatives to TV watching. They are involved heavily in social activities and sports, as well as their schoolwork and possibly part-time jobs. At this age, they begin not only to analyze TV but also to make choices on how they want to use it. They can under-

By FRANK B. WITHROW
Chief of the Educational Technology Development Branch, Division of Educational Technology, Office of Libraries and Learning Technologies, U.S. Department of Education.

stand and explore a wide range of drama, news, and special events programs. In effect, they can become sophisticated users. They can understand the rating systems and the commercial impetus behind the industry. They are aware of (and can learn to understand) the sociopolitical aspects of TV.

At the post high school level, adults need to understand their own use of TV and the role they play in monitoring children's use of it. They especially need to recognize the interplay between the social group and television. For example, what does it mean when more than 100 million people watch *Roots*? Will the viewers study further the issues involved?

A number of other agencies besides the U.S. Office of Education (now the Department of Education) are concerned with television and education. Some deal with the content of programs and make specific recommendations for viewing. Others develop parent activities and hold neighborhood workshops to train parents in controlling their own or their children's TV viewing. The Department of Education's approach in designing critical TV viewing programs is to assist the individual in a nondirective way to monitor his or her own habits.

Many sociologists consider television as the nation's common denominator because it is the most persistent and pervasive single activity most people engage in. For many Americans, the time and attention it consumes exceed that required by school, church, and job. We cannot leave to chance such an important influence.

Today television is not as good as it could be but neither is it as bad as its critics claim. Schools and the television industry have an opportunity to form a partnership that will be mutually satisfying. □

This article has been excerpted from "Objectives for Critical Television Viewing Skills Curricula" in the Summer 1980 issue of *Television & Children*, formerly *NCCT Forum*.

Critical Viewing Skills Projects

The U.S. Office of Education (now the Department of Education) granted $1.6 million over two fiscal years to four independent groups to develop critical television viewing skills and to conduct workshops for four levels of education: elementary school, middle school, high school, and postsecondary school.

• The Southwest Educational Development Laboratory (SEDL) won the contract for developing critical viewing skills for elementary school students. SEDL organized the materials for this age group in the form of "road maps" and "tours" along a TV Discover theme. Along the way, students learn about places that would be worth visiting, side trips, and dead ends. They learn to think about the importance of remembering where they've been (what they've watched) and the dangers of spending too much time in one place.

Cue cards give teachers ideas on how to use television to complement language arts, science, math, and social studies.

Materials for parents help them guide their children's understanding and use of TV. Several studies show that parents can alter a TV program's impact on their children by making explanatory or editorial comments during the program. The aids for parents discuss specific TV-related problems that most families experience and suggest solutions.

• A public television station in New York, WNET, developed the critical viewing skills curriculum for middle school students (grades five through nine). The curriculum's primary tool is *Critical Television Viewing: A Language Skills Work-A-Text*. This book of worksheets helps students to improve their vocabulary and to increase their reading and other language arts skills in conjunction with television viewing.

WNET also produced *A Family Guide to Critical Television Viewing* that suggests special TV-related home activities. The objective is to encourage the whole family to become critical viewers together by talking about their reasons for watching TV, by discussing what they could be doing instead of watching TV, and by planning family TV viewing a week in advance.

• The Far West Laboratory in San Francisco developed the critical viewing skills project for high school students. This curriculum teaches students how TV works and how it influences them. It provides simulated experiences that put students into the shoes of broadcasters, advertisers, regulators, and viewers. The curriculum relies heavily on real TV scripts, ratings, and regulations.

The goal is to teach high school students four skills: (1) to evaluate and manage one's own TV viewing behavior; (2) to question the reality of TV programs; (3) to recognize the arguments employed on TV and to counterargue; and (4) to recognize the effects of TV on one's own life.

Classroom materials include a student text, *Inside TV: A Guide to Critical Viewing*, and a *Teacher's Guide*. The text is designed as a one-semester elective course, but each of its seven units can be taught separately.

• A substantial group of TV-watchers—the adult viewers, especially young members of the first Television Generation—have no methodology for being critical of TV.

Boston University's School of Public Communications has designed and produced a critical TV viewing skills curriculum for these adults and postsecondary students. The curriculum has four major subject areas: (1) television literacy—its processes and language; (2) persuasive programming (commercials, public service announcements, and "institutional documentaries"); (3) entertainment programming (sex, violence, and stereotypes as entertainment); and (4) informational programming (the presentation and interpretation of news programs). □

This information is extracted from four articles on the critical television viewing skills curriculum projects that appeared in the Summer 1980 issue of *Television & Children*, formerly *NCCT Forum*.

SPECIAL FEATURE ON TELEVISION AND LEARNING (continued)

THE ABC/NEA SCHOOLDISC PROGRAM IS UNDER WAY

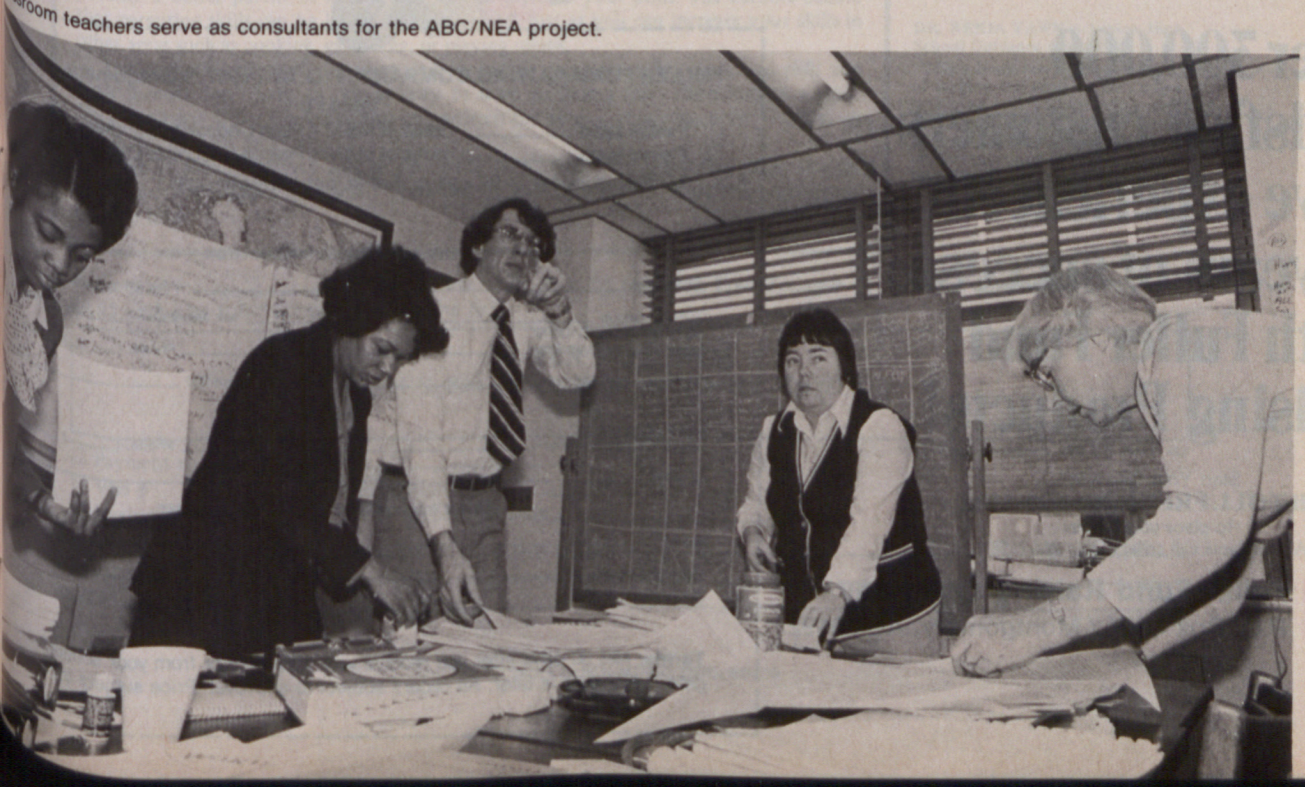
"It isn't often teachers get a chance to dream of something they'd like to teach—and then have the backing of creative artists to turn those dreams into realities." The speaker was Mae Helen Smith, fourth and fifth grade teacher at the Schneider Elementary School, North Aurora, Illinois. The chance she referred to was part of a unique new project: a project in which teacher-consultants developed ideas for video-teaching materials and television professionals implemented them.

The ABC/NEA SCHOOLDISC Program, an unprecedented collaboration between classroom teachers and television, was announced in January 1980 by the National Education Association and American Broadcasting Company (ABC). Proposed by ABC and given form in negotiations with NEA's National Foundation for the Improvement of Education (NFIE), its purpose is to supply instructional materials for grades 4 through 6. The project's immediate goal—say, by 1981—is one hour of video material for every two weeks of school; the ultimate goal—who can even estimate?

How did NEA and ABC start such a long-term and ambitious project? The first priority was to find outstanding teachers to serve as key consultants. NEA selected five, not for their expertise in audiovisual education or their special background in television,

By FRED T. WILHELMS
Former Executive Secretary, Association for Supervision and Curriculum Development.

Classroom teachers serve as consultants for the ABC/NEA project.



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TDM309

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A Survivor's handbook for Parents

by Peter H. Buntman, M.S.W., ACSW
and Eleanor M. Saris, M.Ed.

Draws High Praise from Members of the Professional and Educational Communities Alike!

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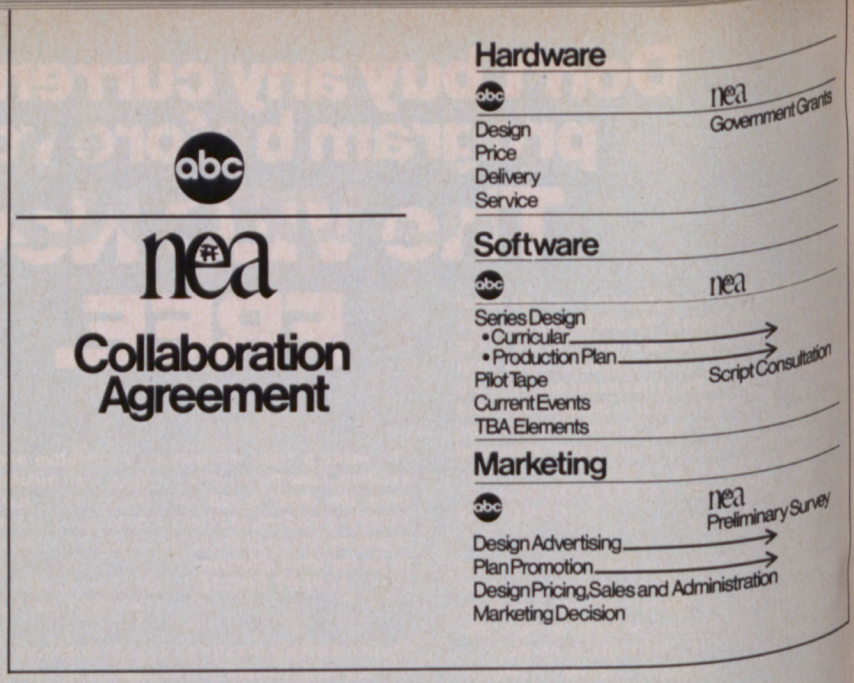


but rather for the quality of their classroom teaching and of their work in curriculum development. They are Patricia Baxter, Mt. Houston Elementary School, Houston, Texas; Camille Faith, Gunpowder Elementary School, Baltimore, Maryland; Eleanor Guerci, Leonardo Elementary School, Middletown Township, New Jersey; Mae Helen Smith; and Ron Szabo, Edgeboro Educational Center, Bethlehem, Pennsylvania.

A few preliminary decisions about the project had been made during NEA-ABC negotiation:

- For the first phase of the project, the goal would be to produce 20 one-hour programs, one for each two of the 40 weeks in the school year. (Plans are under way to field test one pilot disc in the fall of 1980.)
- Each hour of material would contain six 10-minute segments: one each in language skills, social studies, science, and the arts; in addition, one segment would always be devoted to current events, and one would be reserved for in-service messages to teachers.
- The material would be recorded on video-discs but will also be available on tape.

ABC's decision to use discs indicates their long-range goals for this project. At this time, even the most common forms of videotape equipment are still in very short supply, and video-disc equipment virtually does not exist in schools. Yet, ABC chose the disc. Clearly, ABC is saying: "We know that we are entering a long-term proposition. We know that anything approaching our final offerings is years away. Therefore, we are deliberately going right now to the technology of the future."

Right from the start, we educators also should think in those same long-range terms. The hour every two weeks, the particular segments to be recorded—all these and other features are simply preliminaries, a starting point where we accumulate experience.

The action started for the teacher-consultants and ABC specialists with a week of working together at NEA headquarters. After a day or so of briefings from NEA and NFIE staff and some time spent getting acquainted, the five consultants were on their own, for this project belongs to front-line teachers.

They report that the job was so absorbing it was hard to stop. Eleanor L. Guerci said, "Well, we weren't exactly quitting at five o'clock"; and Camille Faith commented, "Some of those days went 15 hours." Ron Szabo said, "It's the first time I can remember having time just to sit around and talk about kids and their needs."

The teachers had one overriding charge—to use the rich technical resources of a great television system to increase literacy and language comprehension for upper elementary students. Those are the fundamental "basic skills" once decoding is achieved.

How could this best be done? The teachers zeroed in on "critical thinking"—an umbrella phrase that covers all the higher thought processes, such as analyzing, reasoning, and using data to make predictions.

The teachers asked themselves what understandings they expect fourth, fifth, and sixth graders to have. These then became the themes of the lessons—one for each of the 20 one-hour programs that the project is committed to supply. Some of the themes are "openness to change," "pride," "fact and opinion," "analogies and comparison," "decision and consequences," and "heroic qualities." Since each of the 20 themes would express itself differently in social studies, science, the arts, and language skills, the group was really developing 80 separate lessons.

For each, they first wrote a careful statement of purpose, matching a specific theme with a specific curriculum area. Then they supplied a few examples of possible content.

While the teacher-consultants had the job of choosing the themes and supplying examples of how each might be developed, the staff of ABC had the job of creating the actual programs.

For an example of how this process worked, take the theme "interdependence." The teachers had suggested that for the arts curriculum this theme be developed by "illustrating all the elements necessary for a ballet." The creative television crew loved the idea; it could be done visually with great force and beauty. Their script weaves together the essential contributions to ballet, not just of directors and dancers but also of designers, electricians, ticket sellers, musicians—and even the people who manufacture the special clothing and shoes ballet dancers need. It is a statement on interdependence that simply cannot be matched by any merely verbal instruction. And, toward the end, it swings out provocatively to start students thinking about interdependence in their own lives, far removed from the ballet.

Here is a good example of teamwork at its best, with the teacher-consultants expressing their professional judgment of what is needed and what will "work," while the professional TV workers give form and substance to ideas.

The teachers did not merely set things going, however, and leave the rest to the TV experts. The teachers reviewed the pilot scripts that ABC developed and requested revisions in the drafts.

Mae Helen Smith points to one general criticism of many of the first drafts: "The TV script writers forgot how sophisticated fourth, fifth, and sixth graders can be and wrote down to the students." Another major criticism was that the script writers wrapped up the segments so tightly that there was no room left for student discussion.

That sort of problem was solved quickly, however, because of the TV staff's willingness—even eagerness—to listen. From the very first day, they exhibited a genuine desire to depend on the classroom teachers' expertise. ABC had selected them not for their knowledge of the schools (just as the teachers had not been selected for their knowledge of television), but rather for their knowledge of their craft and their willingness to hear what teachers had to say. Camille Faith said, "Talking to them was one of the high points of the week; to tell the truth, it was an intellectual high."

The consultants felt admiration for the TV artists—but, more importantly, they felt and do feel that they are in charge: that it *is possible* for teachers to shape TV into the kind of instructional tool they need and want for use with their students.

Now, as ABC puts together four pilot video-disc segments, the teacher-consultants are working on *Teachers' Guides* to accompany each of the four subject areas. The video segment is the introduction to the lesson—the discussion starter. The heart of the lesson is in the *Guides*.

The *Guides* will make it easy for classroom teachers to conduct thoughtful follow-ups to the brief video presentations. For this purpose, the consultants are devising keen follow-up questions, citing relevant references, and suggesting useful activities. They are paving the way for each segment to be used in its appropriate field without long preparation and with a range of possible follow-ups.

At this point, the project consists of a few revised and ready scripts, a few video-discs in gestation, and teachers' guides nearly ready to go out with them. The first phase of the commitment is well under way, and one pilot was shown at the NEA Representative Assembly last July.

How do the five teacher-consultants feel about the project thus far? They are enthusiastic, to put it mildly. Patricia Baxter says, "It's a way we can help open up students to the process of critical thinking. Children will be able to identify with this—especially with ABC's coverage of current events."

Not gainsaying their enthusiasm, all the teachers are sobered by one factor that may affect how soon schools can adopt this video-disc program—cost. They recognize that budgets are tight, and they worry that ABC's decision to use hard discs will call for a retooling from the video-tape systems now in use. Yet, they all applaud the decision because "these discs are as easy to play as a phonograph record," as one of them said. Also they recognize that discs will be the preferred technology of the future—and they see their current work as only the beginning of a long-term achievement.

Speaking for myself, I see this ambitious beginning as indicative of NEA's commitment to asserting the leadership of the classroom teacher, and of ABC's long-range commitment to accepting the classroom teacher's leadership in developing instructional TV. At the next level down, it is indicative of the eagerness of the TV craftspeople to learn from teachers and, above all, of the teacher-consultants' willingness to open the way toward a genuine enrichment of what can be taught. They, as representatives of their fellow classroom teachers, have chosen not merely to belabor what is already taught well, but to embark on critical thinking in all curriculum areas.

With the promise of the ABC/NEA program, we may one day look back and see 1980 as the beginning of far more than just a decade. □

THE BIG PICTURE: NEA INVOLVEMENT IN TV

Television has not only come of age but is going to school. TV programs are rehashed over lunch or at recess. T-shirts, lockers, and lunch boxes are adorned with pictures of TV stars.

How does TV affect students' academic performance? Teachers report that students have short attention spans, expect quick resolutions to all conflicts, and often seem to be exhausted after staying up late to watch TV. On the other hand, teachers say that students seem to know a lot about world affairs and credit this to programs that dramatize contemporary problems and historical events. Using television programs that focus on societal issues or literary classics as starting points, teachers have motivated students to study an issue further or to read the original classic. More and more teachers are accepting television as a legitimate classroom resource.

National educational organizations, networks, parent groups, and the federal government all are influencing the constructive and creative use of TV. Recognizing the potential of television as a teaching tool, the NEA and its state and local affiliates are involved in projects that promote the educational use of TV.

Use of specials. When the NEA previews and evaluates TV specials to be broadcast on commercial and public networks, its recommendations appear in the *NEA Reporter*, a newspaper that all members receive eight times a year. In this way, NEA alerts teachers to meaningful programs in advance of broadcast so that they can—if they wish—recommend programs to their students. A fringe benefit for the public is that NEA endorsements encourage the networks to schedule broadcasts with wide cultural, social, and educational appeal. In an informal survey, one network reported that an NEA endorsement is worth two rating points: 3 million homes or 7 million viewers.

To help both teachers and students get the most benefit from a special, NEA from time to time includes in *Today's Education* teacher/viewer guides prepared in advance of the air date by organizations such as Prime Time School Television, a national nonprofit educational organization. Foundations, networks, and corporations finance their production and distribution. The guides provide a synopsis of the program, as well as a wide range of discussion topics, student projects, and related resources.

Reading projects. Television reading projects such as the CBS Reading Program provide scripts of selected specials and series programs with accompanying teacher materials. The Massachusetts Teachers Association (MTA) has been using the program for two years. In its newspaper, *MTA Today*, MTA publishes teacher guides prepared locally or by CBS. Additionally, CBS makes scripts available to MTA members. In advance of a show's air date, the *Boston Herald American* prints, as a public service, special editions of the scripts for classroom use and sends them out to schools. Then, on the actual day of broadcast, the *Boston Herald American* publishes the scripts in its regular editions.

Critical television viewing skills curriculum projects. The U.S. Office of Education (now the Department of Education) funded four critical television viewing skills projects for students. (See "Why We Need Critical Viewing Skills" by Frank B. Withrow and the summary of the four federally funded curriculum projects also in this special feature.) Several NEA state affiliates sponsored or participated in conferences on the critical television viewing skills curriculums. Among them were the New Jersey, Iowa, and Ohio affiliates.

One of the four curriculum projects—the one developed by WNET in New York—presented teacher-training workshops at three regional conferences that were attended by 22 state associations. NEA's Instruction and Professional Development sponsored the conferences. WNET's project also presented workshops at a Michigan Education Association summer leadership conference and at a special statewide conference on children and TV sponsored by the New Jersey Education Association. Lynne Brenner Ganek, associate project director of WNET's Critical Viewing Skills Project, says: "These workshops demonstrate that TV used constructively can be linked to academic skills."

Privately funded projects such as Prime Time School Television's "Making the News" link TV to basic skills and subjects. Funded by the American Broadcasting Company, "Making the News" examines TV news: the critical decisions that producers have to make on story selection, structure, depth and length, and objectivity. (It appeared in some editions of *Today's Education* in November-December 1979.)

Students and teachers in many parts of the country

By LINDA KAHN
Director of Curriculum Development, Prime Time School Television, Chicago.

used "Making the News" as the basis for a unit on TV news. Phil Barber, who teaches a television course at Interlake High School in Bellevue, Washington, says, "The unit helped my students to become aware of how television news influences our perceptions of world events." According to Susan Saxe, who used the unit with a ninth grade class in American history at Parkway Central Junior High School in Chesterfield, Missouri, "The curriculum brought students and parents together by giving them an area of common interest and concern. Students now regularly watch the news, even though I no longer assign it."

An example of independent local initiative to teach about TV is an effort of the Baltimore (Maryland) Teachers Association and the Baltimore County PTA. In 1976, Camille Faith (fifth grade teacher at Gunpowder Elementary School), other teachers, and parents proposed to the Board of Education that TV viewing skills be made part of the school curriculum.

When the Board agreed to a pilot project in four elementary schools, "Project Awareness" began. Teachers developed classroom projects according to general guidelines, focusing most activities in the first year on language arts and social studies. During the second year, 16 schools added consumer education and science projects.

Several state and local education associations have developed curriculum projects that help teachers relate television to their classroom activities. In many cases, the journals of the state groups have published these curriculum projects.

For example, the Massachusetts Teachers Association developed a curriculum outline and "TV Calendar Guide," which they published in the January 11, 1980, issue of *MTA Today*. It suggests activities that explore TV production, the television industry, advertising, and themes and topics on popular programs. This fall the MTA's Committee on Television is sponsoring a curriculum contest to generate TV-related materials for use in elementary, secondary, and postsecondary schools.)

The state education associations in Ohio, Pennsylvania, and Vermont have also featured articles in their journals that link learning basic skills with TV.

Parent/teacher workshops and community projects. Parent/teacher workshops frequently focus on the impact of television on students and the family. For example, the Iowa State Education Association (ISEA) has attempted to convince parents that the solution to what might be termed "the problem of TV" rests with them rather than with the television industry. Along with other education, medical, and church-related groups, ISEA has developed and distributed a worksheet designed to make parents more aware of how their children are spending their time. The worksheet helps parents and students to plan after-school and weekend activities. It also contains tips on TV program selection and facts about TV's positive and negative effects.

In suburban Cedar Rapids, the ISEA is working with the Linn Mar Community Education Association on a project called "Taming of the Tube." During the 1979-80 school year, 2,400 students in grades K through 8 took home six packets of materials, each targeting one aspect of television. The materials included a fact sheet and suggestions for activities other than watching TV. Dorothy Thompson, a kindergarten teacher at Bowman Woods Elementary School in Marion, Iowa, heads the project.

Another project involving NEA affiliates is "Show and Television." In October 1979, NEA members in Mehlville, Lindbergh, Rockwood, Hancock, and Webster Groves, Missouri, began writing a weekly TV column for a local newspaper, the *South County Journal*. The feature has three sections: a general article on a topic such as TV violence or advertising; "Teacher Picks," which suggests specific programs and recommends activities for home and school use; and "Source/Resource," which tells readers where they can get additional information.

The column takes the schools into the community with television as the vehicle. Michael Skinner, a biology teacher at Oakville Senior High School in St. Louis, Missouri, has worked with "Show and Television" from the beginning. He says, "We frequently get letters and phone calls from both teachers and parents."

The New Jersey Education Association (NJEA) was one of the pioneering state affiliates in the constructive use of TV in the classroom. In 1978 the NJEA formed the New Jersey Coalition for Better Viewing in cooperation with other concerned groups. The Coalition has recently published two brochures: one for parents (available in English or Spanish), which offers facts about television viewing and suggests viewing activities and alternatives to television, and one for teachers, which recommends TV-related classroom activities and contains an extensive list of resource organizations.

The involvement of the NEA and its affiliates with television reflects the potential that teachers feel TV has as an instructional tool. Now that educators and broadcasters are working together, teachers are harnessing television's power, making it work for them to the advantage of their students. □

For the names and addresses of the organizations and people cited in this article, as well as additional resource information, send a self-addressed, stamped, No. 10 envelope to Karen Klass Jaffe, NEA Communications, 1201 16th St., N.W., Washington, DC 20036.

THE FCC TAKES A HARD LOOK AT TELEVISION

Educators are in a better position than any other group of adults—with the exception of thoughtful parents—to understand television's impact on children. Thirty years ago, when television arrived, teachers found it to be potent competition for the attention of their students. That competition has only grown stronger.

Not surprisingly, the teacher's attitude toward television has often been a mixture of disdain, awe, and perhaps even fear. For how many of us look like Charlie's Angels or have the style of Miss Piggy or can match the zaniness of Mork? And how frequently can the classroom teacher serve up learning in simple, easily digestible lumps, like TV program segments, without the personal struggle that usually accompanies real intellectual growth?

Our hopes that our children or our students would benefit from television programming that is both culturally broadening and educational, as well as entertaining, have been disappointed. We have watched most of television become a daily round of predictable serials and melodramas, interspersed with an occasional program that is profound and moving.

Television executives point with understandable pride to accomplishments like *Roots* and *Holocaust*, programs that gripped the emotions and imaginations of both adults and children. While they were superior entertainment, they also served the higher purpose of enlarging the viewer's perspective on humanity's capacity for both love and hate.

Even when TV provides only formula entertainment, it still teaches children about the world and about social values with an immediacy that classroom teachers simply cannot duplicate.

Television, then, is more than the business of entertaining millions of viewers. It is also a teacher, shaping the values of our society. It teaches young people how we as a nation think about ourselves and our place in the world, and it affects the way we behave, both as individuals and as a nation.

History has taught us that innovations in communications methods have always radically changed social and political environments. Gutenberg's invention of movable type made the printed word available to entire populations. No longer was the flow of information limited to the social and intellectual elites. In a later era, radio tied the world together via electromagnetic waves. More recently, television has made people all over the world participants in a global community.

In the United States, television has influenced our national and international affairs—from civil rights, Vietnam, and Watergate to Afghanistan and Iran. Not a passive medium, television conveys events instantly from around the globe as well as within our national borders. It makes viewers participants in these events, and viewer reactions add another dimension to the events themselves.

While past changes in communications capabilities have vastly enlarged the numbers of persons reached, television's phenomenal power today lies in the fact that more people can have instantaneous access to the same event or artistic experience than ever before.

The still unanswered question is what the quality of such an experience will be.

Classroom teachers immediately saw the educational possibilities of dramatic presentations such as *Roots* and *Holocaust* and used them to their students' benefit. Likewise, they have recognized the value of children's programs with more explicit educational goals such as *Electric Company*, *3-2-1 Contact*, and *Fat Albert and the Cosby Kids*.

Many teachers and much of the general public, however, still take a dim view of TV. I have received thousands of letters from disillusioned child viewers and their parents—all seeking more diverse and satisfying subject matter and better scheduling.

Recent surveys, such as one poll conducted for the Public Broadcasting Service (PBS), find that a major-

By CHARLES D. FERRIS
Chairman, Federal Communications Commission.

y of Americans today think commercial television falls far short of its potential. People are weary of television programs that seem like reruns even the first time they're shown.

In spite of a generalized dissatisfaction with TV, as a nation we have incorporated TV viewing as part of our daily routine. Its growth has been nothing less than phenomenal. Immediately after World War II, only 1 in 100 homes had a TV set. By the mid-fifties, 75 out of 100 homes had a TV set. Today the percentage of homes with one or more television sets roughly equals the percentage of homes with indoor plumbing, and I would guess if Americans had to choose between the two, many would find it nearly impossible to do so.

Young children, in particular, are devoted television viewers. In a recent documentary on television and the family, Bill Moyers of PBS asked children whether they would rather give up their toys, their fathers, or their television. The majority said that they would give up playing with their toys and even talking with their fathers before they would give up watching television.

If our children could have access to dozens of new networks, all vying for their attention, would this abundance simply add to the distraction level for our children, our students, and ourselves?

I think it would be a positive step. No longer would television be limited solely to those programs that attract over one-third of the total viewing audience. The new media will narrowcast rather than broadcast. They will provide more effective and satisfying programming to specialized audiences.

Today we are experiencing a wave of technological breakthroughs in communications that is almost as significant as the advent of television itself. This quantum leap will permanently change the structure of television programming. Instead of only a few broadcast outlets existing in each city, new delivery systems such as satellites and cable will provide us with easily accessible, highly specialized types of information and thrust us ever closer to an information-based society.

These new communications systems will provide ever-restless television audiences with fresh and specialized programming. For example, the number of programs for children and college-age adults will markedly increase. The Appalachian Regional Commission, an agency servicing 13 Eastern states, has already established its television system, the Appalachian Community Service Network, as a separate nonprofit corporation. By satellite and cable communications, this network now offers 70 hours of nationwide programming each week. The programming concentrates largely on courses for college credit established in conjunction with more than 50 colleges and universities.

The rapid and dramatic explosion in multichannel television systems and in pay TV—both on cable and over-the-air—is itself a big step. But the future use of two-way cable communications to provide information on call and the keen interest by major corporations in combining computer and communications technologies are even more exciting possibilities. This will make all forms of knowledge—both entertainment and information—accessible, inexpensive, and convenient.

New technologies can make a teacher's job less difficult. No longer will the classroom teacher be limited by the straitjacket of centrally broadcast programming that is aired once and never repeated. New communications systems will make television as flexible as today's textbooks. Programming will be readily available on video cassettes and discs as well as in central program banks. Multiple channels will make all programming available on an "as-needed" basis.

These are not the "blue sky" predictions of an unrestrained optimist. They are a solid description of a reality that is already defining itself.

A recent count of specialized programming services available to cable television systems listed almost 40 new programmers, 25 of which began operating since the beginning of 1979. New networks range from movie, sports, and religious channels to specialized programming for Black audiences, the elderly, the Spanish-speaking, and children.

The instant success of C-SPAN, which provides gavel-to-gavel coverage of the deliberations of the U.S. House of Representatives, and the intense interest in Ted Turner's new Cable News Network, which provides 24-hour news, are evidence of the rapidity with which our assumptions about what television programming "people won't watch" are changing.

Clear evidence indicates that viewers are willing to pay for programming that is not available on commercial television. Revenues in cable and subscription television doubled between 1977 and 1978 and doubled again last year. Future revenue projections look equally promising.

Innovative programming formats are starting to develop in response to new communications delivery systems. The Public Broadcasting Service—the only television network to interconnect all its member stations by satellite—has begun simultaneous transmission of three program services. One of them is designed to carry a complete children's program schedule. This three-channel feed allows each public television station to select programming that is most responsive to the interests of its local audience.

A study by staff of the Carnegie Commission on the Future of Public Broadcasting recently concluded

that a nonprofit pay cable network—providing the highest quality performing arts programs and entertainment—could also find a substantial market.

Yes, the future beckons with the possibilities we all anticipated when television sets first started glowing in the nation's living rooms 30 years ago. But in spite of the many new program proposals and future projects, the vast majority of children today continue to rely solely on commercial television for their information and entertainment. Here, unfortunately, the present still looks much like the past.

While commercial television has produced some important exceptions in the area of children's specials, it has not increased its daily programming for preschool and school-age children. A recent study by the staff of the Federal Communications Commission (FCC) concluded that during the last six years the programming and scheduling practices of children's television on commercial stations had changed very little, despite these stations' assurances to the FCC in 1974 that they intended to provide substantially more weekday programming to reflect children's special interests and needs.

The ABC *Afterschool Specials* and *Fat Albert and the Cosby Kids* illustrate how high quality programming that enriches and entertains can also teach. CBS still produces *Captain Kangaroo*, the pioneer in this field, but it remains, after 25 years, the only daily preschool-age program on a commercial network. NBC has announced *Project Peacock*, a new series of prime-time children's specials, to premiere in 1981.

But the unanswered question is whether having each television station in a community broadcast an occasional hour of age-related children's programming per week is sufficient for the millions of young viewers who are glued to the set for 30 hours or more each week. The new fall schedule that the three networks announced this spring contained no substantially new initiatives for weekday morning or after-school programs for children.

The FCC is continuing to review children's television policies. We are considering a broad range of options. These range from eliminating existing policies to insisting that each television station meet certain requirements to air a minimum amount of age-related children's programming each week. Any such requirements would, of course, be removed when new communications technologies make more children's programming options widely available.

Programming for children has always evoked strong reactions from parents, educators, and children. Because children are among the heaviest consumers of television at a point in their lives in which they have only limited abilities to place programming in a realistic context, concerned adults are closely scrutinizing children's television. We no longer debate whether children learn from TV; instead we argue over what it is that TV teaches them.

In recent years, teachers and parents—who see most directly the misuse of television—have begun to seek a more rational and informed use of this medium. For example, the national PTA develops program rating guides and gives awards for top quality family shows, and the NEA recommends informative programming of educational value.

The Office of Education of the Department of Health, Education and Welfare (now within the Department of Education) has funded special children's programs that are available to all broadcasters for only the cost of mailing. It has also provided financial support for several projects to develop critical TV viewing skills in children. These programs will now be carried on by the new Department of Education. (For more information on these projects, see the article by Frank B. Withrow and the box that accompanies it in this feature.)

The real question in my mind is how long we can wait for the future communications abundance to meet children's needs. Programming designed for children and available throughout the day to most Americans will, I believe, be a reality 10 years or so from now. We will have advanced information systems that can recall information for the classroom or home study projects on demand—an electronic encyclopedia, never out of date. Narrowcasting, specialized program services, and instant access to information will, I believe, provide the technical breakthrough that will again put America at the forefront of innovation and creative growth.

Although no technology, by itself, will ever replace our need for a well-developed educational system, new technologies will offer educators many options in the future. Those new technologies will bring the world into the classroom and provide an inexpensive and efficient support system for schools.

We at the Federal Communications Commission are hopeful about these new developments. But we are also concerned about the present generation of children and the lack of services commercial television currently provides them. We must decide whether to simply await the future of programming abundance or to hasten its development or to affirmatively impose obligations on existing commercial TV broadcasters to meet the needs of today's school-age children and others who will reach their formative years over the next decade.

We look to educators, in particular, to provide us with their insights as we undertake this important task. □

Advertisement

JAMES CLAVELL'S

SHŌGUN

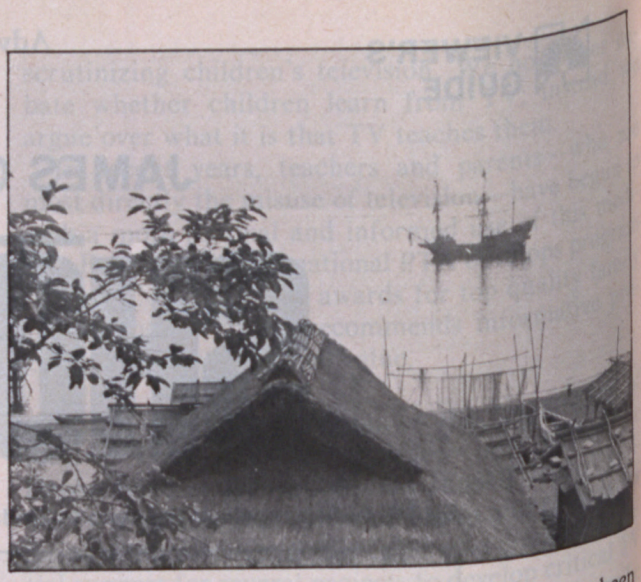
SHŌGUN has received the recommendation of the National Education Association.

VIEWER'S GUIDE BY CULTURAL INFORMATION SERVICE

"Shōgun," a 12-hour miniseries, will be presented on the NBC Television Network in September. Check local listings for the dates and times in your area.

"Shōgun" has received the recommendation of the National Education Association. The NEA said:

> "Shōgun" is a culturally broadening adventure story set in feudal Japan three centuries ago. The drama initially reflects the alienation of a Western captive but ultimately portrays his gradual acceptance of Japanese culture. The viewer soon understands how the captive Westerner can come to appreciate and identify with the culture that at first seemed so alien and unacceptable. We strongly recommend this powerful and rich drama.



A good story can take us to places we've never been before. It can supply intellectual enrichment, exotic adventure, and self-discovery, as James Clavell's novel *Shōgun* has done for people around the world, with over 6 million copies in print. The story, set in 17th century Japan, is a thrilling tale of political intrigue, a dramatic depiction of how exposure to an Eastern society changes a Westerner, and a saga of romance across two cultures.

In September, NBC will present a 12-hour adaptation of James Clavell's *Shōgun*. The television miniseries is directed by Jerry London from a script by writer-producer Eric Bercovici. Clavell served as the executive producer. This Paramount Television Production, in association with NBC Entertainment, was filmed entirely on location in Japan and features an international cast. With authentic settings and costumes, cinematographer Andrew Laszlo presents a smorgasbord of colorful sights and impressive imagery.

THE STORY

Part I

The year is 1600. The *Erasmus*, a Dutch trader-warship under the command of English pilot John Blackthorne (Richard Chamberlain) is blown ashore during a violent storm near the village of Anjiro in the Japans. Blackthorne had hoped to establish trade arrangements in East Asia, but his dreams of riches are squelched when he discovers that the Portuguese Jesuits have already established lucrative trade agreements with Japan. Since England and Portugal are at war, the Jesuits consider the Protestant Blackthorne to be an enemy as well as a heretic.

The Japanese regard Blackthorne and his crew as barbarians and imprison them in a pit to subdue them. The savagery of the samurai culture shocks the European sailors, just as the sailors' bad manners insult the Japanese. Blackthorne learns from confrontations with Omi (Yuki Meguro) and Lord Yabu (Frankie Sakai)—the ranking samurai of the village—that the lives of his crew as well as his own depend upon his proper behavior.

Renamed "Anjin" (pilot) by his captors, Blackthorne is summoned to Osaka by Lord Toranaga (Toshiro Mifune),

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This Viewer's Guide was written by Frederic and Mary Ann Brussat, Directors of Cultural Information Service (CIStems, Inc.), a nonprofit resource agency and publisher of a biweekly magazine on television and the arts/media.

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one of the daimyo (warlords) of the country. Blackthorne travels there on a galley piloted by Rodrigues (John Rhys-Davies), a Portuguese navigator. After Blackthorne saves Rodrigues' life during a night squall, the two enemies strike up an uneasy friendship based on their professional respect for each other as pilots.

Five warlords, the Council of Regents, rule Japan. The two most powerful are Lord Toranaga and his archrival Lord Ishido (Nobuo Kaneko). The Council is meeting at Osaka Castle, which is under Ishido's command. Also in Osaka is the Jesuit Mission where the Father Visitor of Asia, Carlo dell'Aqua (Alan Badel) and his chief negotiator, Father Alvito (Damien Thomas), who is fluent in Japanese, are alarmed by Toranaga's interest in Blackthorne. They fear the Englishman ("Ingeles") will be a threat to their lucrative trading in silks and gold.

At the castle, Blackthorne refuses to have his enemy, Father Alvito, serve as his interpreter to Lord Toranaga, and Mariko (Yoko Shimada), a beautiful lady samurai and a convert to Roman Catholicism, translates for him. As Blackthorne explains that he has come to Japan in peace to trade, the arrival of Lord Ishido interrupts the conversation. Ishido orders Blackthorne detained in Osaka's "death row." While in that wretched prison, the pilot meets Friar Domingo (Michael Hordern), a Franciscan priest. The friar tells Blackthorne of the Jesuit influence in Japan, which has hindered the missionary activities of the Franciscans, and of the *Black Ship* which annually sails for Europe with enormous Jesuit profits from trade.

Part II

Toranaga, who is curious about the rest of the world, releases Blackthorne from prison and orders him to tell about his voyage and his country. The Japanese leader listens intently as the Englishman draws a map of the world and explains Portugal's claims to Japan. The Jesuits, hearing of this exchange and fearful that their trade interests will be compromised, arrange for Blackthorne to be assassinated. The plot fails, and Lord Toranaga's interest in Blackthorne, now called "Anjin-san" (honorable pilot), increases.

The political rivalry between Ishido and Toranaga intensifies, and the latter decides to escape from Osaka Castle by disguising himself as a woman. When the suspicious Ishido stops the departure party at the gate, Blackthorne pretends to be mad in order to distract the attention of Ishido from Toranaga, his protector. In the resulting chaos, Mariko saves the Anjin-san's life. The two begin to see each other in a new light.

The departure from Osaka is bloody and costly in samurai lives. Finally, in order to get out of the harbor, Toranaga bargains with Captain Ferriera (Vladek Sheybal), captain of the Portuguese *Black Ship*, surrendering Blackthorne to him in the process. But the pilot Rodrigues helps the Englishman escape.

Back in Anjiro, Lord Toranaga rewards Blackthorne for his bravery in helping him escape Ishido's castle by making him "hatamoto," a retainer on his personal staff with special privileges and protections. He orders the Englishman to learn Japanese. To make sure he does, Lord Yabu decrees that the village where Blackthorne is to live will be burned and all its inhabitants crucified if the Anjin-san can't speak Japanese in six months.

Part III

Blackthorne struggles to understand samurai etiquette, particularly their attitudes toward human life, honor, and duty. Mariko, assigned as his teacher and translator, explains that he must be concerned only with the present and leave "karma to karma."

Still, the threat to the village haunts the Englishman. When Blackthorne asks Lord Yabu to rescind his decree and Yabu refuses, Blackthorne threatens to commit suicide in the honored Japanese tradition. The attempt fails only because Omi physically restrains him. Yabu then concedes that any amount of Japanese that Blackthorne learns will be acceptable. Mariko tells Blackthorne that he is "reborn." Every day afterward he becomes more and more Japanese.

Mariko continues to tutor Blackthorne in the language. He also learns about the Japanese maze of rituals and customs through Mariko and his consort Fujiko (Hiromi Senno). When he declares his affection for Mariko openly, she reminds him that she is married and that adultery is punishable by death.

Part IV

Mariko's husband Buntaro (Hideo Takamatsu) arrives in Anjiro. At dinner he demonstrates his skill as a master archer. Drunk on sake, he forces Mariko to tell of her shameful background as the daughter of a traitor. Later he beats her. Blackthorne realizes that Japanese custom prevents him from helping her.

Blackthorne learns the significance of his sovereign word as head of a Japanese household when the Old Gardener (Akira Sera) is put to death for removing a dead and rotting pheasant that Blackthorne had ordered left alone until he was ready to eat it.

It is apparent that civil war is coming to Japan, and the empire will be destroyed unless Lord Toranaga petitions the Emperor to make him Shōgun, supreme military ruler. Toranaga tells Blackthorne to prepare his ship for battle but forbids him from attacking the Jesuits' *Black Ship*.

An earthquake rocks the village as they talk, and Toranaga falls into a crevice opened by the quake. Blackthorne once again saves Toranaga's life. Later amid great pomp and ceremony, the great warlord repays the Englishman with the highest honor he can bestow. He elevates the Anjin-san to the warrior class of samurai.

Part V

While Lord Toranaga is traveling to the city of Yedo, the Council of Regents orders him to report to Osaka. Clearly the power struggle is coming to a head. For Mariko and Blackthorne, this is a time when their love blooms. Yet, she insists their affair must end at Yedo's First Bridge. Reluctantly, he agrees.

On the Portuguese frigate, Rodrigues learns from Father Alvito that Toranaga is giving the *Erasmus* back to the Ingeles. Rodrigues realizes that the swift vessel could easily overtake the *Black Ship*, capture its cargo, and then hold the balance of power in the area. Convinced that his fellow pilot must be stopped, Rodrigues goes to kill him, but the Anjin-san's samurai guards seize Rodrigues' weapons. The experience teaches Blackthorne another important rule—not to trust anyone.

In Yedo, Blackthorne visits the five remaining members of his crew who are living in a state of squalor. He needs them to sail the *Erasmus* but feels toward them the same aversion the Japanese originally felt toward him and the crew.

During the journey to Yedo, Lord Toranaga had ordered that Mariko's husband make peace with her. In order to do so, Buntaro had prepared the ancient Japanese tea ceremony for her. Now when Blackthorne asks Toranaga to grant Mariko a divorce so he can marry her, Toranaga is both shocked and outraged. The warlord forbids him to ever speak of marriage to Mariko again.

Part VI

Mariko and Blackthorne learn of a plot approved by Lord Ishido to have one of the Christian lords on the Council of Regents poisoned. At the site of a new cathedral in Yedo, Mariko shares this information with Father Alvito in exchange for the Jesuit's promise to protect the Anjin-san.

The European crew move the *Erasmus* back to Anjiro, and Blackthorne proceeds to Osaka. He is summoned to the castle for a reception in honor of the Lady Ochiba (Sayoko Ninomiya), mother of the heir. He watches as Mariko asks permission to leave with other women from Lord Toranaga's entourage. Lord Ishido refuses her request. Because Mariko is being prevented from doing her duty to Toranaga, she declares she is bound by her honor to commit seppuku (ritual suicide) at sunset. At the last minute, Lord Ishido agrees that she and the other women can leave the castle.

Before they can make their exit, however, Ishido enlists Lord Yabu's help against Toranaga. During the night, Yabu, the traitor, leads groups of Toranaga's samurai to their deaths as mercenary forces in Ishido's pay stage a guerrilla attack inside the castle. Mariko, Blackthorne, and the women hostages are trapped in Toranaga's secret room. When an explosion rips through the door, Mariko is killed and Blackthorne is temporarily blinded.

Heartbroken, the Anjin-san attends the elaborate state funeral of his beloved lady samurai. Then to Blackthorne's surprise, Father dell'Aqua escorts him to the Osaka wharf for his voyage to Anjiro. When Captain Ferriera tries to execute Blackthorne and is himself killed by samurai archers, dell'Aqua appoints Rodrigues captain of the *Black Ship*.

Back in Anjiro, Blackthorne discovers that fire has destroyed the *Erasmus*. Vinck (George Innes), his chief mate, goes mad upon realizing they are stranded forever in the Japans.

Lord Toranaga arrives to prepare for the war against Ishido. Yabu, his treachery discovered, commits seppuku. Toranaga gives the Anjin-san the village of Anjiro as his estate. He also produces a letter to him from Mariko, written before she left for Osaka. His sight regained, Blackthorne reads her explanations for what has happened. Having sensed that the Jesuits would never help Blackthorne as long as the *Erasmus* posed a threat to the *Black Ship*, Mariko arranged to sacrifice his ship to save his life. She writes in the letter: "This ship is nothing. Build another ship and build another life, my love."

In the final scenes, Blackthorne is indeed joyously building another ship as Lord Toranaga watches from a nearby hill. The samurai war chief says: "Mariko, it was your karma to die gloriously and live forever. Anjin-san, my friend, it is your karma never to leave this land. And my karma—which I did not choose—my karma is to become Shōgun."

JAPANESE WORDS IN "SHŌGUN"

Most Japanese verbs end in *masu*. To make a question, you just add *ka*. "Wakarimasu"—I understand. "Wakarimasu ka"—do you understand? To make the verb negative, you just change *masu* to *masen*. "Wakarimasen"—I do not understand.
— Mariko to Blackthorne

Arigato (ari-gat-o)	Thank you
Domo (doe-mo)	Thank you or please
Dooshita noda (doe-sta-noda)	What's the matter?
Dozo (doe-zo)	Please
Hai (hi)	Yes
Honto (hon-to)	Truth
Iye (e-yeh)	No
Ima (e-ma)	Now, at once
Isogi (e-so-gi)	Hurry
Koi (coy)	Come (command)
Konbanwa (con-ban-wa)	Good Evening
Konnichiwa (con-nichi-wa)	Good Day
Kudasai (ku-da-si)	Please
Matte (matt-te)	Wait
Sama (sam-a)	Lord
San	honorable (added to names as politeness)

TO VIEWERS

This Viewer's Guide is organized around units containing questions, exercises, and quotations. Each section also includes a list of resources for further study.

Few groups will have time to go through all the questions during the week of the broadcasts. You may want to have an introductory get-together before the airings to determine the areas of major interest to your group. Duplicate the relevant materials so that everyone can refer to them while watching the television presentation.

Because "Shōgun" realistically depicts the samurai culture of 17th century Japan, there are some scenes of violence in the television production. Discussion leaders may want to alert viewers to this dimension of the drama.

Many viewers will enjoy reading *Shōgun* (Atheneum, 1975, now available as a Dell paperback), in addition to watching the TV miniseries. They may also be interested in *The Making of James Clavell's Shōgun*, published by Delta Books with a foreword by Clavell. Packed with photographs, it traces the evolution of the television production.

Some ambitious groups might view "Shōgun" as an occasion for a study of Japanese culture. They may elect to investigate Japanese housing arrangements, eating habits, sexual practices, reactions to death, ways of greeting strangers, bodily adornment, decorative arts, division of labor, etiquette, folklore, funeral rites, and gift-giving rituals. The bibliographies can help viewers locate more information.

Finally, as a starting point for an extended study of Japanese life, some viewers may want to keep a diary in which they record the feelings, thoughts, and insights evoked by the TV presentation. A diary of this kind can be a vehicle for personal growth.

THE INTERPLAY OF CULTURES

The best reason for exposing oneself to foreign ways is to generate a sense of vitality and awareness—an interest in life which can come only when one lives through the shock of contrast and difference.
— Edward T. Hall, anthropologist

"Shōgun" is a story about the interplay of cultures. Eric Bercovici's screenplay puts us as viewers into Blackthorne's shoes. We see the action from his perspective. With him, we experience culture shock—that certain uneasiness brought about by exposure to an alien environment. Another motif in "Shōgun" is the clash of cultures within individuals whose loyalties are split and whose backgrounds may dictate different actions from those that present circumstances call for. In each instance, "Shōgun" gives us a chance to rehearse what it is like to encounter a way of life sharply different from our own.

1. Social critic Alvin Toffler states: "Culture shock is what happens when a traveler suddenly finds himself in a place where yes may mean no . . . where laughter may signify anger. It is what happens when the familiar psychological cues that help an individual to function in society are suddenly withdrawn and replaced by new ones that are strange or incomprehensible." Rank the following according to the degree of discomfort they seem to cause Blackthorne. Then rank them according to the amount of culture shock they would cause you.

   — not being able to express himself completely
   — the inability to understand Japanese
   — not knowing local customs and rules for proper behavior
   — not comprehending the vision of life based on karma
   — being exposed to a value system with a different attitude toward life and death
   — the separation which comes from being an outsider

2. Have you ever been in a situation where you didn't know the appropriate behavior (for example, at a wedding in which the ceremony is unfamiliar)? How did you find out what to do?
3. Have you ever had an experience in a different country or a subculture in the United States that caused you to feel culture shock? What values or practices did you encounter that were unlike your own? What were your reactions?
4. Which incidents in his introduction to Japan cause Blackthorne the most distress and confusion? Which ones do you find most difficult to understand?
5. What personal qualities does Blackthorne possess which help him adapt to life in Japan?
6. Discuss aspects of American culture that might cause culture shock to a Japanese visitor.
7. List the characters in the story who seem to experience a clash of cultures within themselves. Do you think they are stronger persons as a result of this burden? With whom do you identify? Why?
8. Novelist André Gide once remarked: "We can never discover new continents until we have the courage to lose sight of all coasts." How does this comment relate to the television production?

Resources for Further Exploration

Hall, Edward T. *Beyond Culture*. Anchor Press/Doubleday, New York, 1976.

Toffler, Alvin. *Future Shock*. Random House, New York, 1970.

II. LANGUAGE

To a greater or lesser degree, every language offers its own reading of life.
— George Steiner, literary critic

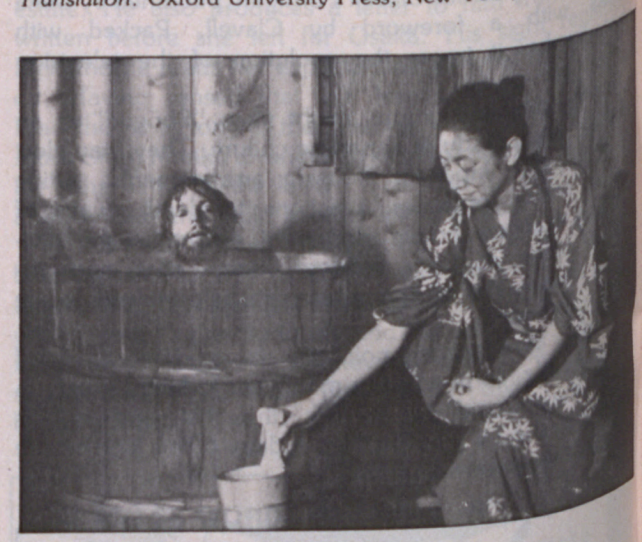
The TV dramatization of James Clavell's "Shōgun" provides an unusual opportunity for viewers to become familiar with the Japanese language. Throughout the miniseries, the Japanese characters converse in Japanese. Thus, without benefit of subtitles, we find ourselves in the same predicament as Blackthorne. In order to understand what is going on, we have to rely on interpreters and the Japanese phrases we can pick up along the way. And, when words fail, we have to learn to read body language, gesture, and expression.

1. If you have been in a foreign country where you did not speak the language, or if you have related to a foreigner who did not speak English, how did this language problem affect your interaction? What difficulties arose? How were they overcome?
2. Blackthorne has several interpreters: Father Sebastio, Father Alvito, Mariko, Urano, and Brother Michael. Would you trust an adversary to translate for you? What human relations skills must a good interpreter have?
3. Japanese scholar Masao Kunshiro notes: "English is a language intended strictly for communication. Japanese is primarily interested in feeling out the other person's mood, in order to work out one's own course of action based on one's impressions." Find instances where this difference between English and Japanese is dramatized in the story.
4. Why do you think Blackthorne and Mariko express their love for each other in Latin-tinged phraseology?
5. Screenplay writer Eric Bercovici told *Cultural Information Service* in an interview: "Toranaga represents the Japanese mind. The man who gains the most is the man whose thoughts no one else can penetrate or second guess." How do Toranaga's speeches and his treatment of Blackthorne prove or disprove this statement?
6. Raymond J. Cormier, a language professor, has observed: "Language learning is mind-expanding, for it offers deeper perceptions of the self and of one's place in the world." Do you think American schools should be more strict in their foreign language requirements?
7. Mariko tells Blackthorne: "All European languages are much more difficult than Japanese. Japanese is really very simple." Do you agree? Share your reactions to the film-makers' decision to use so much Japanese in the TV miniseries. What are the positive results of this decision?

Resources for Further Exploration

Miller, Roy Andrew. *The Japanese Language*. University of Chicago Press, Chicago, 1970.

Steiner, George. *After Babel: Aspects of Language and Translation*. Oxford University Press, New York, 1975.



III. JAPANESE CULTURE

Pity the man who cannot master a feeling of awe . . . at the thought of visiting Japan . . . if you want to turn your first meeting into a love-match, do not leave a thing to chance . . . The outcome will depend in good measure on your own resources . . . Make allowances for maxims such as: Time is of no account, or Language serves for hiding one's thoughts.
— Bernard Rudofsky, *The Kimono Mind*

For many viewers, "Shōgun" will be their first exposure to Japanese culture. The story subtly draws us into a vivid encounter with this approach to life. Individuals and groups may want to explore further the fascinating cultural expressions alluded to in the drama: the tea ceremony, spontaneous poetry, Japanese architecture, landscape gardening, and Zen archery. Others might want to examine in depth the Japanese code of etiquette during this period, the understanding of honor, the ritual of bathing, the place of women in samurai society, sexual mores, or the act of seppuku.

How does Mariko's view of time differ from Blackthorne's?

The Japanese bath originated as ritual purification. Hence it is seen as a positive, pleasurable act instead of a chore. Europeans of Blackthorne's time avoided bathing; they thought it would make them ill. What does each culture's view of bathing say about its vision of life?

Pay close attention to the tea ceremony in "Shōgun." Then research how this and other exercises express a Zen approach to reality.

Feudal Japan was organized into an intricate system of authorities and responsibilities. What is gained and what is lost in a society where individuals can act only according to roles established for their generation, sex, and class?

"The one thing we do not have is privacy," Mariko tells Blackthorne. "So we must learn to create our own. We are taught from childhood to disappear within ourselves, to grow impenetrable walls behind which we live." How do Japanese language and customs confirm this point? Would you feel comfortable living in a house with paper-thin walls and few doors? How do you create privacy in your life?

What does Mariko mean when she talks about karma? Why is this concept hard for Blackthorne to understand?

Japan watcher Thomas Hoover writes: "Zen culture has been devised over the centuries to bring us in touch with a portion of ourselves we in the West scarcely know—our nonrational, nonverbal side." Which incidents in the TV program best accomplish this for you?

Discuss how the approaches to sex and love differ in the West and the East, according to "Shōgun." What does Blackthorne learn in this regard from Mariko? What does she teach her?

How does the Japanese arrangement of a room differ from a Western room arrangement? Do you think this architectural style intensifies people's experiences of each other?

In his book *Japan Today*, William H. Forbis writes: "In Japan a sinner feels shame brought on by the judgment of society, rather than guilt inflicted by his own conscience." Do you think this is a valid contrast between the East and the West? Discuss how this dynamic works, using Blackthorne's and Mariko's actions as examples.

In *The Chrysanthemum and the Sword*, Ruth Benedict states: "American condemnation of suicide takes self-destruction only a desperate submission to despair, but the Japanese respect for it allows it to be an honorable and purposeful act." What does Blackthorne learn about himself in his attempt to commit suicide? In what ways is he "reborn" afterward?

In *The Nobility of Failure*, Ivan Morris notes that in the Western world there are very few heroes who have ended their lives by suicide. In Japan, the opposite is true. "From the time of the sanguinary civil wars in the 12th century, the particular method that became associated with the samurai tradition was harakiri, an excruciatingly painful form of self-torture which served as conclusive evidence that, though he had finally failed his purpose, here was a man who could be respected by friend and enemy alike for his physical courage, determination, and sincerity." Have a debate on this statement: Seppuku is an honorable act.

Resources for Further Exploration

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Benedict, Ruth. *The Chrysanthemum and the Sword: Patterns of Japanese Culture*. Meridian/New American Library, New York, 1974.

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Doi, Takeo; John Bester, translator. *The Anatomy of Dependence*. Kodansha International, Tokyo, 1973.

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IV. ETHNOCENTRISM

Let us stop the continents from hurling epithets at each other, and be sadder if not wiser by the mutual gain of half a hemisphere. We have developed along different lines, but there is no reason why one should not supplement the other.
— Kakuzo Okakura, *The Book of Tea*

In the clash between the two cultures, East and West, sparks of ethnocentrism (the feeling that one's own culture or country is the best, most natural, right, and important) come from both sides. The Japanese, who trace their origins to the celestial spirits, are convinced that the Europeans are "barbarians." Blackthorne's crew and other Westerners use derogatory terms to refer to the Japanese.

"Shōgun," then, encourages viewers to consider the negative force of ethnocentrism and think about the positive values of cross-cultural understanding.

1. What keeps Blackthorne's crew from appreciating Japanese culture? If you were in their position, how do you think you would act? In what ways are they like tourists?
2. An old Confucian saying goes: "Human beings draw close to one another by their common nature, but habits and customs keep them apart." Talk about scenes in the story where the "common nature" of human beings transcends customs. Then point out instances where customs keep people apart.
3. Mariko tells Blackthorne: "I am a Christian, but first I am a Japanese." Would you identify yourself first by your nationality, your vocation, or your religion?
4. Singer/songwriter Leonard Cohen has written: "To discover the truth in anything that is alien first dispense with the indispensable in your own vision." What would you have to change about yourself first in order to identify with another culture?
5. At one point, Father Alvito remarks: "Their language is as natural to me as my own—and still they are a mystery." He does not think Blackthorne will ever learn enough to understand the Japanese. Do his statements reflect ethnocentric attitudes?
6. Former diplomat Edwin O. Reischauer has stated: "Education, as it is presently conducted in this country—and in every other country in the world, for that matter—is not moving rapidly enough in the right direction to produce the knowledge about the outside world and the attitudes toward other peoples that may be essential for human survival within a generation or two." What can the schools and other institutions do to correct this situation?

Resources for Further Exploration

Ember, Carol R. and Melvin Ember. *Cultural Anthropology*. Prentice Hall, Inc. Englewood Cliffs, New Jersey, 1977.

Reischauer, Edwin O. *Toward the 21st Century: Education for a Changing World*. Alfred A. Knopf, New York, 1973.

V. HISTORY

I'm not a historian. I'm a storyteller. I took legends—because who knows what's real and what isn't—and weaved a story around them. — James Clavell, author of *Shōgun*

Although "Shōgun" is fiction, the story is drawn from real persons and events in 17th century Japan. The Blackthorne character is based on Will Adams, an English pilot of a Dutch ship that reached Japan in 1600. Lord Toranaga is a fictionalization of Ieyasu (1542-1616), the first Tokugawa Shōgun. Their relationship in the TV movie bears some similarity to Adams' service to Ieyasu as an advisor in matters of commerce, navigation, and shipbuilding. The television production's sets, costumes, rituals, and customs are historically accurate reflections of this period. As a result, "Shōgun" is an interesting gateway into the history of 17th century Japan.

1. Have members of your group present reports on Magellan's Pass, the Treaty of Saragossa, and the importance of the introduction of firearms into Japan.
2. When did the Portuguese first arrive in Japan? What role did Francis Xavier and other Jesuits play in trade, politics, and religious affairs? When and why did Japanese persecution of Christians begin?
3. Research the social, economic, and political systems of feudal Japan. How did they differ from feudal Europe?
4. The reunification of Japan in the latter half of the 16th century is attributed to three great leaders: Oda Nobunaga (1534-1582), Toyotomi Hideyoshi (1536-1598), and Tokugawa Ieyasu (1542-1616). The differences in their styles are reflected in a popular story. Each is said to have been contemplating a cuckoo. Nobunaga said, "If the cuckoo doesn't sing, I'll kill him." Hideyoshi said, "If the cuckoo doesn't sing, I'll make him." And Ieyasu said, "If the cuckoo doesn't sing, I'll wait until he does." Investigate the career of each leader and the changes they brought to Japan.
5. Talk about the samurai code of honor as revealed in "Shōgun."

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Frankly Speaking

Let Me Have *My* Classes

Please excuse the following students on Monday of next week for a field trip. They understand that they are responsible for any work they miss in your class."

There follows a list of five to 25 names, and if the excuse is for a team sports event, the same names appear every week or two. I am lucky if the organizer puts the notice in my box before the wholesale absence from my classes takes place. Warning or not, the field trips, special meetings, sports meets that take place during the schoolday, and inter-high school conferences occur with alarming regularity.

I resent being put in the position of having to say, "Not on my class time they don't. I'm trying to teach math." Sure, the note in my box says the students will make up the work. But if you believe that, I have a bridge in Brooklyn I'd like to sell you.

If students can't be asked to take field trips on after-school time, can they be asked to do class work after school hours? Will they come in for extra help? My experience has been that most will not.

There are precious few students who can learn math on their own. In remedial or slow classes, students need the daily practice that the class hour affords. In advanced courses, students move fast, because I introduce new topics every day.

Of course, students are going to be absent occasionally. At one time or another, all students get sick or have a personal emergency. These absences are unavoidable. But that is not the case with absences that are the result of departments' scheduling activities that require students to spend time away from class.

Forcing students who want to go to class and also want to participate in extracurricular activities to choose one or the other puts them in a bind. For example, last year, I had an outstanding student leader in my algebra class. She was an officer of her class and a terrific school organizer. Unfortunately, she was a poor student in algebra—which she needed for credit toward her diploma. She needed every class day she could get, plus extra help after school. Yet frequently during our class time, she was sent to inter- and intra-school meetings.

She should not have had to sacrifice these activities or her math class. Under the extracurricular scheduling that our school permits, however, one endeavor suffered. You can guess which one.

Why can't extracurricular activities take place after school? Students can visit the art museum every weekday until five or on Saturday or Sunday. Teachers can set up a visit to a print shop, prison, or popcorn factory after school dismissal at 2:45. My suspicion is that if such outings were scheduled for nonschool hours, the bulk of student interest would evaporate.

When a special event occurs, I believe that students who are really interested will contribute some of their own time. For example, when the King Tut exhibit came to Los Angeles, the County Museum made a block of tickets available to our school district. But the viewing time was set before regular museum hours. Those students who wanted to attend had to be at school at 6 a.m. for an 8 a.m. opening. Teachers and students had a rare opportunity to see a display that even the parents couldn't get tickets for. The exhibit had everything: history, art, ancient technology and culture, romance and intrigue. But it had no allure as a chance to skip classes all day. Now that's a perfect field trip.

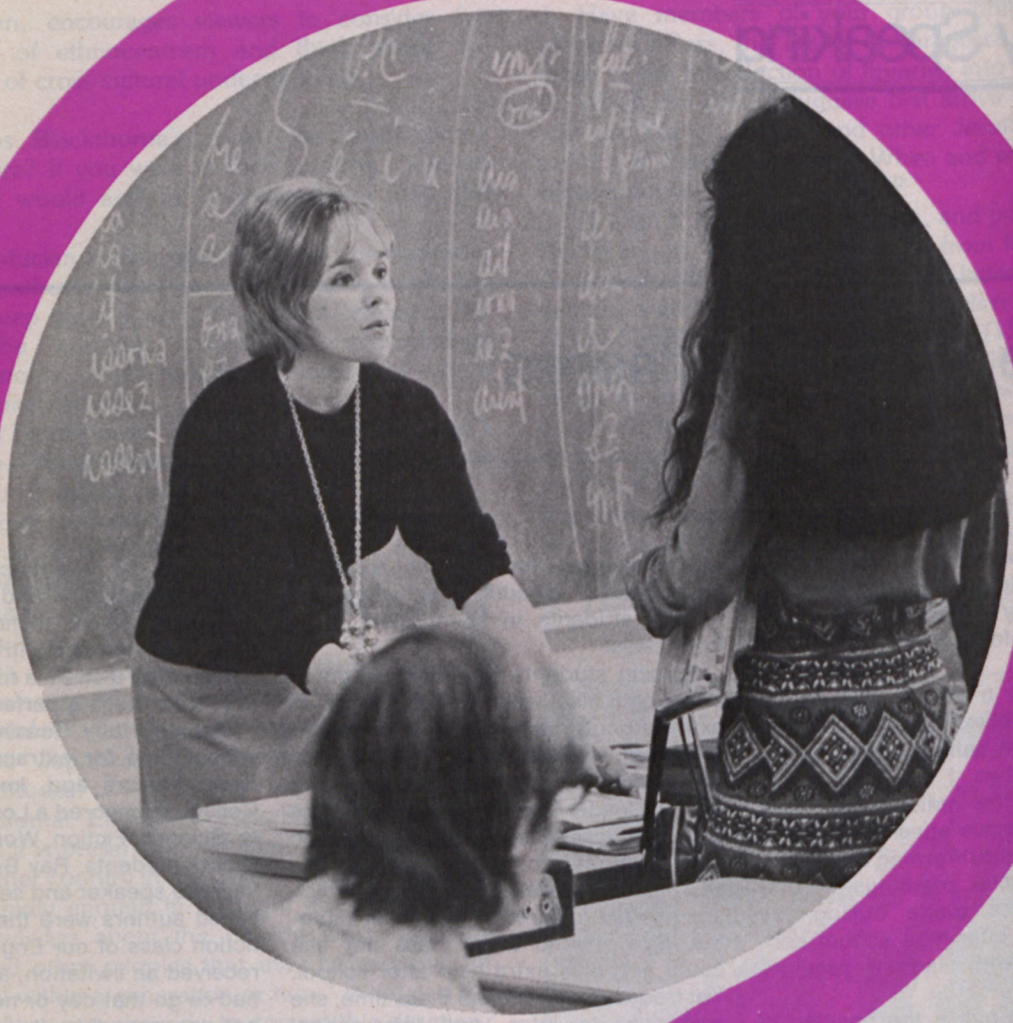
Occasionally teachers *must* use school time for extracurricular affairs. Several years ago, Immaculate Heart College sponsored a Los Angeles County Science Fiction Workshop for high school students. Ray Bradbury was the keynote speaker and several other published authors were there. The science fiction class of our English Department received an invitation, and our students had to go that day or not at all. OK, I'm not unreasonable. It was an important opportunity. I agreed that the students from my classes should have the day off.

But the everyday, garden-variety field trip can be scheduled any time. The Norton Simon Museum, the Getty Museum, the Huntington Library are all wonderful places, and I love to visit them. The local college campus, an important industrial plant in town, the neighborhood car repair shop are all source material for broadening educational experiences for students. They should see them. *After school.*

Let's have classes during class time. I'll even be more generous than that. You other teachers: Take your students to wherever you think they will learn. But let me have *my* classes during the all-too-short class time allotted to me. □

This is the first in a series of articles written by classroom teachers on their pet peeves in the classroom. Today's Education *encourages other teachers to submit manuscripts that would be appropriate in the series.*

by FRANCES SPIELBERG
Mathematics Teacher, Herbert Hoover High School, Glendale, California.



WHAT DO STUDENTS THINK OF YOUR CLASS

Here's a Way To Find Out

Most teachers—even those with highly developed skills—can use feedback from their students to improve both their teaching and their students' learning.

This article will review the rationale for seeking student evaluation, provide help in constructing an evaluation questionnaire, and suggest ways to analyze the resultant data.

The rationale for seeking student feedback is straightforward. Students are a primary source of information on student interactions, the effectiveness of resource materials, and the instructional process. Since these are the basic factors of classroom dynamics, it is important for every teacher to know how students perceive them.

Of course, students have biases as well as anyone else. Occasionally, one or two students see the teacher, the class, the subject, and everything else negatively. But, out of a class of say 25, their assessment will not affect markedly the aggregate class rating.

Data analysis is based on the median response rather than the individual perception. From this averaging of responses, student information gains its greatest strength—that of reliability. Although not 100 percent reliable, student reactions are more reliable than many other sources of information.

How valid is student information? Validity depends quite a bit on what teachers ask students. If they ask students to make judgments that require a high degree of sophistication or training, students probably cannot give meaningful responses. If teachers ask, however, for observations that are within students' powers to report, the information is likely to be valid.

From class feedback, teachers can determine student attitudes toward themselves as people, toward the subject matter, toward the teacher, toward the school, and toward learning. Other information sources provide only inferences about how students feel. The accuracy of information from students is limited only by the teacher's ability to phrase the right question and to deliver it at the right time.

Another important feature of student feedback is confidentiality. When teachers seek information from students, students should remain anonymous, and the information should not be reported to anyone else; the information is the teachers' to use as they wish to improve their own teaching.

Information-gathering can first be carried out anytime after a class has been in session for six weeks. Again, six or more weeks after analyzing the first results and modifying teaching strategies, a teacher may wish to run another assessment to discover possible changes in student learning and perceptions. In that way, a teacher can determine the effectiveness of modified classroom methods.

Asking students to provide information about the classroom can motivate them toward more class involvement. Abundant research data, including the famous Hawthorne studies, support this idea that learners who help make decisions that affect teaching actually become better students.

One effective way to collect student feedback is to use a structured, scaled questionnaire with a few open-

By WILLIAM L. POWELL
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ended items. The example shown here (see box) can be used for an effective one-sheet questionnaire.

The questions that are asked are strictly up to each teacher, since the information sought is for that teacher only.

For writing the items, several guidelines have proved effective in research and in actual practice:

- Make each statement positive; don't suggest the negative.
- Restrict each item to one idea. If two different ideas are included in the same item ("The teacher likes the students and enjoys teaching this class") and students disagree with it, which idea they disagree with or whether they disagree with both is unclear.
- Use simple vocabulary and short sentences.
- Make each item state a positive condition to which students can respond in terms of their own direct perceptions or in terms of their inferences based on classmate behavior. "Students learn from tests in this class" and "Most students in this class get their homework done on time" are examples of these types.
- Be specific.

The following example items are from research studies and a number of teacher-made questionnaires. They can be used as they appear, or they can be modified and made more specific to fit particular classroom situations.

- Tests in this class help students demonstrate what they know.
- The teacher returns test and quiz papers as soon as possible.
- Students help in planning learning activities in this class.
- Students are encouraged to share their ideas with others in this class.
- The teacher likes the students even when they misbehave.
- Students feel free to ask the teacher questions when they don't understand.
- Students answer most of the teacher's questions acceptably.
- The teacher's questions make students think.
- The teacher's questions help students learn in this class.
- The audiovisual techniques the teacher uses help students learn in this class.
- The teacher seems to know the subject matter very well.
- Students always know what they are expected to do or learn in this class.
- Students learn important things from each other in this class.
- The textbook is easy to read and understand.
- The teacher does things that make it easier to understand the textbook.
- The teacher makes students feel important in this class.
- Learning is interesting and fun most of the time in this class.
- Most of the students do the work expected of them in this class.
- Students learn a great deal from the projects they do in this class.
- Homework in this class helps us learn important things.
- The teacher grades all students fairly in this class.
- Most students feel free to speak out in class about their ideas.
- Most students in this class get their work done on time.
- Students usually know right away whether their practice or learning responses were correct or incorrect.
- Learning in this class is more than just reading the textbook and taking tests.

Two open-ended items should probably be included in the questionnaire because their answers may provide a frame of reference for interpreting other responses.

- Describe two things you like most about this class.
- Describe two things you like least about this class.

Often students need to be urged to answer these two questions, especially the "like least" question. Often they will say, "But there is nothing I really *dislike* about our class." Their cooperation can be secured by explaining that no matter how much they generally like the class, they are bound to like some things less than others and that teachers need to know what the least liked things are.

(Example) **STUDENT FEEDBACK**

We all learn when we evaluate what we have done. I can be helped by your frank evaluation of the statements below pertaining to this class only.

No one else will see your responses, and even I will not know which paper is yours.

You are to indicate the extent to which you agree or disagree with the following statements by circling 4, 3, 2, 1 after each statement.

4 = I strongly agree with the statement
3 = I agree more than I disagree with the statement
2 = I disagree more than I agree with the statement
1 = I strongly disagree with the statement

Example:

0. Students learn from tests in this class 4 (3) 2 1

(This student probably thought that most of the time he seemed to learn from the tests, but occasionally he wasn't sure. Therefore, he thought he agreed with the statement more than he disagreed.)

Remember, you are to *evaluate only this class. Please answer every item.*

---

1. The teacher seems to enjoy teaching this class. 4 3 2 1
2. Students help in planning learning activities in this class. 4 3 2 1

By the time the questionnaire is developed and duplicated, the teacher probably will be eager to find out how students will respond. Lest zeal compromise the success of the data gathering, however, a few simple caveats need to be heeded.

The first of these concerns anonymity. Since only *group* response, rather than individual response, is valid, students should *not* be asked to identify themselves. Anonymity is essential.

To convince students of their anonymity and thus to encourage their honest response, the following suggestions may be helpful:

1. Tell students in advance how serious you are about maintaining their anonymity. Solicit their suggestions for procedures and adopt them if they seem workable.
2. Pass out special testing pencils if they

...ess of you or me—and ...more of us.

2203 You're special.

2866 If you love somebody let them know.

2319 When you come to the end of your rope, make a knot, and hang on.

2628 It's hard to be humble when you're as good as I am.

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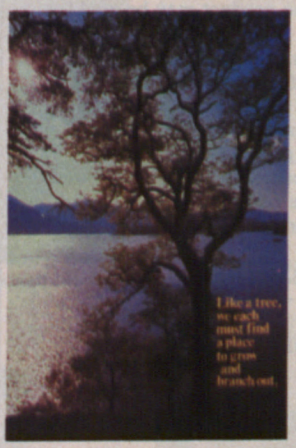
2779 If you love something, set it free. If it comes back to you, it's yours. If it doesn't, it was never meant to be.

...e mistakes.



3000 Like a tree, we each must find a place to grow and branch out.

2617 Learn to eat problems for breakfast.

2456 If you want a friend, be a friend.

2187 We're all in this together.

...e better with my ...House

2549 A friend is one who comes in when the whole world has gone out.

2353 Do not pray for an easy life. Pray to be a strong person.

2728 Give to the world the best you have and the best will come back to you.

2865 We all need a helping hand.

CIRCLE QUICK-ACTION CARD NO. 16

2186 We need each other.

687 No act of kindness, no matter how small, is ever wasted.

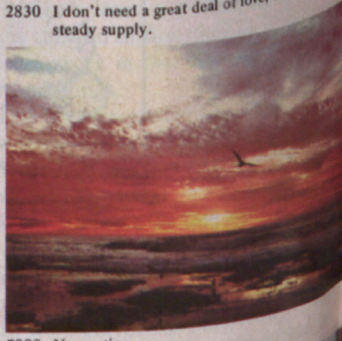
2448 Nothing improves my hearing better than praise.

2830 I don't need a great deal of love, but I do need a steady supply.

2399 To know me is to love me.

2589 Thank you, Lord.

2646 Lord, protect me and keep me close to your heart.



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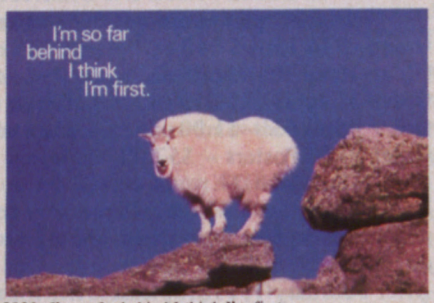
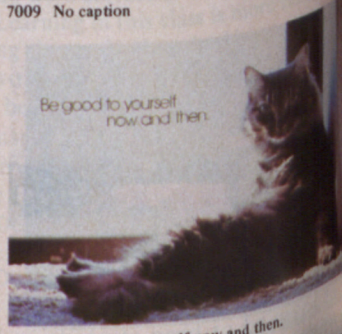


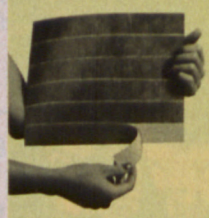
2836 I'm so far behind I think I'm first.



2783 Be good to yourself now and then.

2874 God grant me the serenity to accept the things I cannot change . . .

2837 I gotta be me.



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3031 The rocky road before you may lead you to a rainbow.

2630 Some people make the world more special just by being in it.

2469 You have only to open your eyes to see the hand of God.

2868 Whenever I feel like studying I lie down until the feeling goes away.

2870 You see things as they are and ask "Why?" But I dream things that never were and ask "Why not?"

row, I've got to quit procrastinating.

2537 Love understands and therefore waits.

2595 The smallest good deed is better than the grandest good intention.

2584 Sometimes you have to go out on a limb.

to be good.

2840 I know what my problem is. What's yours?

2570 To a friend's house the road is never long.

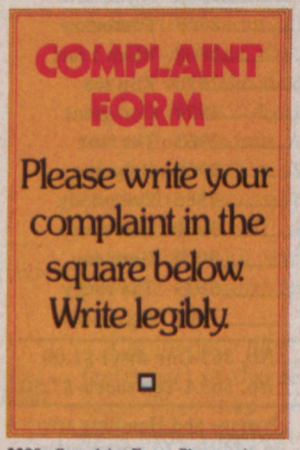
2523 If your heart is full of love, you always have something to give.

slow.

2407 Happiness is found along the way, not at the end of the road.

should be unwrapped like a precious gift.

660 They can because they think they can.

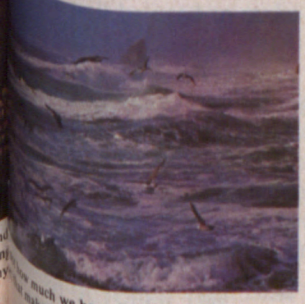


2208 Complaint Form. Please write your complaint in the square below. Write legibly.

2121 When you dream, dream big!

never hurt anybody, but I'm not taking

2438 Hold to a true friend with both your hands.



how much we have, but how much we
makes happiness.

2367 The more I study, the more I know. The more I know, the more I forget. The more I forget, the less I know. So why study?

2607 Don't fuss! Just treat me like any other great person.

2572 I am not afraid of tomorrow for I have seen yesterday and I love today.

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QTY.	CAT. NO.	TITLE	QTY.	CAT. NO.	TITLE
	404	Jesus of		2589	Thank you
	660	They can		2595	The smallest
	687	No act of		2607	Don't fuss!
	760	If you do		2617	Learn to eat
	2081	It is not how		2628	It's hard to
	2121	When you		2630	Some people
	2186	We need		2646	Lord, protect
	2187	We're all in		2709	Hard work
	2203	You're		2728	Give to the
	2208	Complaint		2760	Do you ever
	2219	It is hard to		2779	If you love
	2319	When you		2783	Be good to
	2344	I wake up		2830	I don't need
	2353	Do not pray		2832	We all make
	2367	The more I		2836	I'm so far
	2399	To know me		2837	I gotta be me.
	2407	Happiness is		2840	I know what
	2408	Take life one		2858	Now that
	2432	It's nice to		2865	We all need a
	2438	Hold to a true		2866	If you love
	2439	Everybody		2867	Tomorrow
	2448	Nothing		2868	When I feel
	2456	If you want a		2870	You see
	2469	You have		2874	God grant
	2479	I always see		2963	The best
	2503	We all have		2965	Only in a
	2504	I am easy to		2983	Everybody
	2508	A little less		3000	Like a tree
	2523	If your heart		3001	Each day
	2537	Love		3031	The rocky
	2549	A friend is		7009	No caption
	2570	To a friend's			
	2572	I am not			
	2584	Sometimes			

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CIRCLE QUICK-ACTION CARD NO. 16

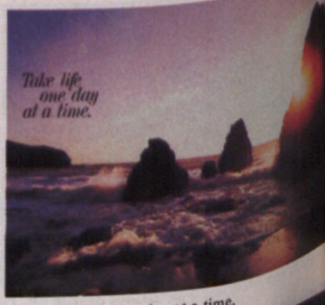
2858 Now that we're organized, what do we do?

2503 We all have our hang-ups.

760 If you do not understand my silence, you will not understand my words.

2439 Everybody has a right to my opinion.

2432 It's nice to be liked just the way you are.



2408 Take life one day at a time.

2983 Everybody needs someone to look up to.

2504 I am easy to please as long as I have things my way.

2965 Only in a world of love can we unfold and bloom

2963 The best and most beautiful things in this world cannot be seen or even touched, they must be felt with the heart.

2760 Do you ever feel like you've been left out in the cold?

Another important feature is confidentiality. Students should remain anonymous, and the information should not be reported to anyone else.

available. Some students use highly identifiable writing instruments, so this caution will help convince them of the teacher's seriousness about secrecy. Suggest that they print or otherwise try to disguise their handwriting.

Before the students begin filling in the questionnaire, tell them how the collection procedure will ensure their anonymity. A good way to collect the papers is to have one student pick up and shuffle the papers before handing them in. This seems to assure students of their anonymity.

Provide each student with as much privacy as possible. This usually means taking a position as far away from the respondents as practical, but not out of the classroom. Students should not talk among themselves about the items; their responses should not be independent and spontaneous.

The process of combining responses should happen during data analysis and not during the data collection process.

The final caveat concerns preparing the students for this activity. Students, like everyone else, cooperate best when they know the importance of what they are being asked to do. Teachers should spend enough time to convince their students that the questionnaire is serious, that they want the students to be serious in responding to it, and that students' ideas will be used to make their classroom a better place to learn.

For teachers, the most exciting and rewarding part of this process is seeing how students responded and making sense out of the data. Finding the class's aggregate response and ignoring the extreme individual responses is an important part of data analysis. Deviant responses that are either extremely positive or negative are important and should not be ignored, but they come into perspective after the data are analyzed as a whole.

The *4*'s, *3*'s, etc., of this type of data can best be summarized by using a weighted average for each item. The following examples will illustrate this procedure:

1. Take one statement at a time and go through all student questionnaires. Tabulate the number of *4*'s, *3*'s, *2*'s, and *1*'s that students circled for that one particular item. This can be done most effectively by making tally marks on one of the unused forms and noting the number of tallies.

Ex. The teacher does things that make it easier to understand the textbook.

4	3	2	1
4	10	3	3

2. Multiply the circled response value (the 4's, 3's, 2's, and 1's) by the number of tallies for that response

Ex. The teacher does things that make it easier to understand the textbook.

	4	3	2	1
(4) ×	4	=	16	
(3) ×	10	=	30	
(2) ×	3	=	6	
(1) ×	3	=	3	
	20		55	

and divide by the total number of tallies (4+10+3+3=20).

$$\frac{55}{20} = 2.7$$

3. The result (2.7) is the weighted average for that item on a scale of 4 to 1.

Ex. The teacher does things that make it easier to understand the textbook.

		2.7		
4	3	2	1

On this item, the 2.7 average indicates that students generally thought that the teacher did and said things that helped them understand their textbook. On the basis of this response, a teacher could be reasonably pleased that his or her efforts to make the textbook more understandable had succeeded. At least three-fourths of the students seemed to support this statement. As a follow-up action, the teacher can identify some methods that seem to be helpful in aiding students to understand their textbook and try to incorporate them more often in class work.

Although the 2.7 average is positive, approximately one-fourth of the class thought that the teacher's methods were not useful in helping them understand their reading assignments. The questions the teacher needs to ask are, Why did they feel that? Are those students just disgruntled malcontents who don't like school and don't want to learn? Are they students with reading deficiencies? Or do they for some other reason not respond to the teacher's methods?

When student questionnaires give teachers reassurance that many of their instructional procedures are effective, teachers naturally feel gratified and encouraged. This is an important outcome of student evaluation. Perhaps even more important, however, are the lower evaluations of other teaching procedures. By analyzing problem areas as students perceive them, teachers can make any adjustments that seem justified.

Many times, discussing some of the results with the students can have positive benefits. Asking the class why they think some members may have disagreed with a statement will often stimulate discussion and pinpoint possible causes. If an oral discussion seems too risky, written responses may provide the same results.

Students, like teachers, need to feel a part of the decision-making process. They like to be consulted and have others respect their opinions and act on them when they have merit. Surveying students' opinions makes students feel a part of the decision-making process without reducing teacher authority or responsibility in the least. When a teacher makes classroom changes based on student assessment, that teacher is providing students with an important boost that usually leads to greater cooperation.

Besides helping teachers know their strengths and weaknesses in absolute privacy, student evaluations can open up teacher-student communication and trust. Both teachers and students will be the winners. □

A Call to (Linguistic) Arms:

IMPROVING AMERICA'S FOREIGN LANGUAGE COMPETENCE

At the end of 1979, the President's Commission on Foreign Language and International Studies submitted the findings and recommendations it had developed during a year's "intensive evaluation of the state of foreign language and international studies and their impact on the nation's internal and external strength." The following is adapted from the Commission's report, Strength Through Wisdom: A Critique of U.S. Capability.

Americans' incompetence in foreign languages is nothing short of scandalous, and it is becoming worse. Historically, our continental position between vast oceans was a basis for linguistic as well as political isolation. Today both rocketry and communications satellites render such a moat mentality obsolete.

We welcome the use of English as a major international language of business, diplomacy, and science; as such, it is a tool for understanding across national boundaries. Americans must remember, however, that the overwhelming majority of the world's population neither understands nor speaks English. For most people who learn English as a foreign language, English remains precisely that.

America's vital interests are impaired by the fatuous notion that, for Americans, competence in other languages is irrelevant. Indeed, precisely because of this nation's responsibilities and opportunities as a major power and as a symbol of ideals to which many of the world's people aspire, the knowledge of foreign languages, as a key to unlock the mysteries of other customs and cultures, can no longer be viewed as an educational or civic luxury.

The President's Commission believes that Americans' lack of foreign language competence diminishes our capabilities in diplomacy and foreign trade as well as our citizens' comprehension of the world in which we live

d compete. People of other national-
es often rightfully view Americans'
willingness to learn foreign lan-
ages as arrogance. The melting pot
dition that denigrates immigrants'
intenance of their ability to speak
eir native tongue still lingers and
uses linguistic minorities to be ig-
ored as a potential asset. Yet, a com-
hensive language policy ought to
ognize this important resource.

The Commission's concern about
e state of language study in the
ited States is readily justified by the
wing facts:

• Only 15 percent of American
h school students now study a for-
n language; in 1965, 24 percent did
The decline continues.

• Only 1 out of 20 public high
hool students studies French, Ger-
n, or Russian beyond the second
r. (Four years is considered a mini-
m prerequisite for usable language
petence.)

• Only 8 percent of American col-
es and universities now require a
eign language for admission; 34 per-
did so in 1966.

An estimated 10,000 English-
aking Japanese business representa-
s are on assignment in the United
tes. They have fewer than 900
erican counterparts in Japan—and
a handful of those have a working
owledge of Japanese.

• The foreign affairs agencies of the
S. government are deeply concerned
r declining foreign language enroll-
nts in our schools and colleges will
er the quality of new recruits for
r services and increase their lan-
ge training costs, already at a level
00 million in 1978.

mericans' scandalous incompe-
e in foreign language is a corollary
er dangerously inadequate under-
ding of world affairs. A large ma-
y of graduates from our schools
oung people whose knowledge and
ht stop at the American shoreline,
e approach to international affairs
rovincial, and whose heads are full
tonishing misinformation.

recent study of schoolchildren's
owledge and perceptions of other
ons and peoples showed that more
40 percent of the twelfth graders
d not locate Egypt on a map cor-
y and that more than 20 percent were equally unable to locate France or the People's Republic of China. At the college level, an American Council on Education study showed that in 1972 among prospective teachers only 5 percent at most take any course relating to international affairs or foreign peoples and cultures as part of their professional preparation. A 1977 Gallup Poll, furthermore, showed that those who graduate from educational systems so glaringly deficient in this vital area apparently carry their ignorance with them into their adult lives: More than half of the general public was unaware that the United States must import part of its petroleum supplies. To improve this situation, better preservice and in-service training for teachers is crucial.

Our resources to support and encourage foreign language training and international studies are plainly inadequate to current needs; and in the absence of decisive action, the gap will continue to widen. Nevertheless, some important national assets should not be overlooked.

• A highly decentralized public school system—some 16,000 districts in 50 states—provides families and communities with many avenues for reform.

• Undergraduate education, the focal point for liberal arts and preprofessional studies, is in the process of redefinition and reform. At least a few colleges are giving serious attention to foreign languages and international studies as essential ingredients of a liberal education.

• The United States is blessed with a largely untapped resource of talent in the form of racial and ethnic minorities. If members of these groups are brought into the mainstream of educational and employment opportunities in foreign language and international studies, they can rapidly make valuable new contributions to America's capacity to deal persuasively and effectively with the world outside its borders. The Commission underscores its expectation that those who carry out the pertinent recommendations will take this asset into account.

• While many of the centers of advanced training and research in international studies are in serious trouble and some have already collapsed under fiscal pressure, an essential core of high-quality programs remains and can serve as the foundation for the rehabilitation and expansion of the national effort.

Corrective action must be the concern of all levels of the educational system, from kindergarten through graduate training and research. It must be the concern of private foundations, of business and labor, of the media, of local communities, of professionals and volunteers alike. And, of course, it is the concern of federal and state governments.

Action is urgently needed, and the time to begin cannot be put off without serious consequences for American influence abroad and decision making at home.

[In discussing the teaching of foreign languages, the Commission made numerous observations and suggestions. The following are but a few of these.]

Foreign language instruction at any level should be a humanistic pursuit intended to sensitize students to other cultures, to the relativity of values, to appreciation of similarities among peoples and respect for the differences among them. It is axiomatic—and the first step to international consciousness—that once another language is mastered it is no longer foreign, once another culture is understood it is no longer alien.

We urge that foreign language be reinstated as a requirement either for college admission or for college graduation. These steps are essential to reinvigorate language teaching in the schools. Moreover, while we must concentrate on acquiring the commonly taught languages, such as Spanish and French, we must also make provisions for the less commonly taught languages that are spoken by 80 percent of the world's population.

We urge school systems to encourage all students to master at least one foreign language and, ideally, to acquire a second. We also urge that language study begin in the early grades, but note that its effectiveness depends upon the time devoted to it, a manageable class size, a supportive atmosphere, well-trained teachers, and the careful integration of early language instruction with higher levels of study. □

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CIRCLE QUICK-ACTION CARD NO. 30

NEA Publications

Videotapes for Teachers By Teachers

Videotapes of successful teaching practices are now being developed *for* classroom teachers *by* classroom teachers—in classrooms. For the first time, teachers are the producers and directors of, as well as the chief actors in, a series of fast-paced workshops for their continuing education.

One of the videotapes explores a way to combat vandalism. In "A Teacher's Prescription for Reducing Vandalism," Gary Obermeyer, an art teacher in Seward, Nebraska, shares his experience of increasing students' feeling of school pride by having them paint murals on the walls. "Kids leave these paintings alone; kids won't mess with other kids' work," he says.

Obermeyer's idea was that restrictions on what students can do where and when in school buildings lead to their feeling alienated—to their feeling that the school is not theirs. Seeing their art on the walls, however, makes them feel better about their school. Through art, students affect their environment and come to identify with it. This is one way to reduce vandalism that seems to work.

Two other videotapes in the series investigate a program for the gifted and talented. The program was developed by Sally Reis at East School in Torrington, Connecticut.

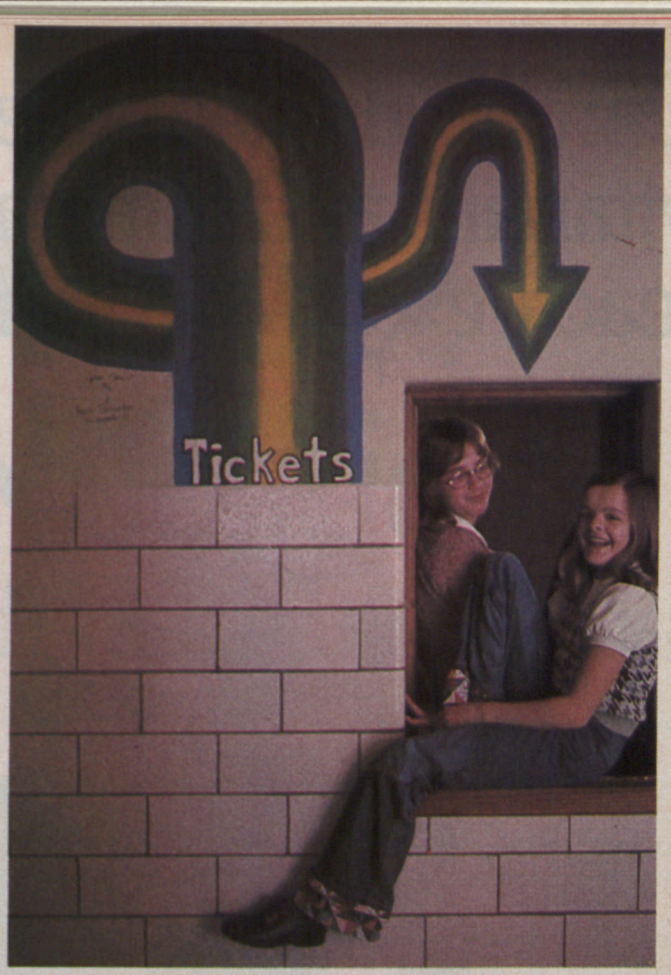
In "The Politics of Working Together," Reis, five fellow teachers, their principal, and their superintendent react—in a completely unrehearsed session—to the Renzulli Enrichment Triad Model, a three-part management plan that allows for individualized enrichment programs for gifted students. The consensus of the meeting is that the program benefits not only students but the whole school.

In "A Gifted Program in Action," gifted students discuss their projects with the classroom resource teacher.

The Teachers Institute of Continuing Education, Inc., in Phoenix, Arizona, is producing the tapes. By the end of 1980, the institute hopes to complete approximately 25 videotapes. Subjects to be developed include bilingual education, curriculum enrichment, motivating the alienated, teaching the handicapped, reading in content areas, and violence in schools.

The eight-member Advisory Council of the Institute consists entirely of NEA members, many of whom are known as state and national teacher leaders:

- *Luther Burse*, an industrial arts teacher at Cheyney (Pennsylvania) State College, is a member of the NEA Executive Committee and a member of the NEA's Black Caucus.
- *Kaye C. Chatterton*, a guidance counselor in Sandy, Utah, is an NEA director for Utah.
- *José Correa*, a Spanish teacher in Colorado Springs, Colorado, is former chairperson of the NEA Chicano Hispanic Caucus.
- *Donald Eklund*, a history teacher in Phoenix, Arizona, is former president of the Arizona Education Association.
- *Elayne Hunt*, an elementary school counselor in Odessa, Texas, is a member of the NEA Board of Directors.
- *Louise Kutz*, English and speech teacher in Stillwater, Minnesota, serves as a member of NEA's Standing Committee on Instruction and Professional Development.



- *Frank Montalbano*, a former history teacher in the Fairlawn, New Jersey, public schools, is now director of supervision and curriculum there.
- *Gary Obermeyer*, a junior high school art teacher in Seward, Nebraska, is past president of the Nebraska State Education Association and a member of the NEA Executive Committee.

These eight teachers select the subjects (innovative teaching or problem-solving techniques) for videotaping. NEA state affiliates then recommend teachers known for their successful handling of the selected subjects to be filmed in their classrooms. Finally, the Advisory Council must approve the edited version of each videotape.

Teachers Institute Executive Director Kay Battista, a former New Jersey Outstanding Teacher of the Year and runner-up for the National Teacher of the Year Award, says that the Teachers Institute was founded for two basic purposes: to make low-cost workshops easily available to teachers and to be a means for sharing the good teaching that's occurring across the country. "Now that budgets have been cut drastically in many districts, and school boards are not sending teachers away to workshops," Battista says, "this continuing videotape series can provide in-service training at very low cost." She continues, "I feel deeply that it's necessary to spotlight good teaching in order to combat the negativism that seems to attract the public's attention."

The videotapes can be used by individual teachers or by groups as the basis for workshops. A printed leader's guide, also approved by the eight-member Advisory Council, accompanies each tape.

NEA Publishing will be the sole distributor of the tapes. Purchase price per tape is $157.50; rental price per week, $35.

For complete information, address inquiries to NEA Publishing, 1201 16th St., N.W., Washington, DC 20036. □

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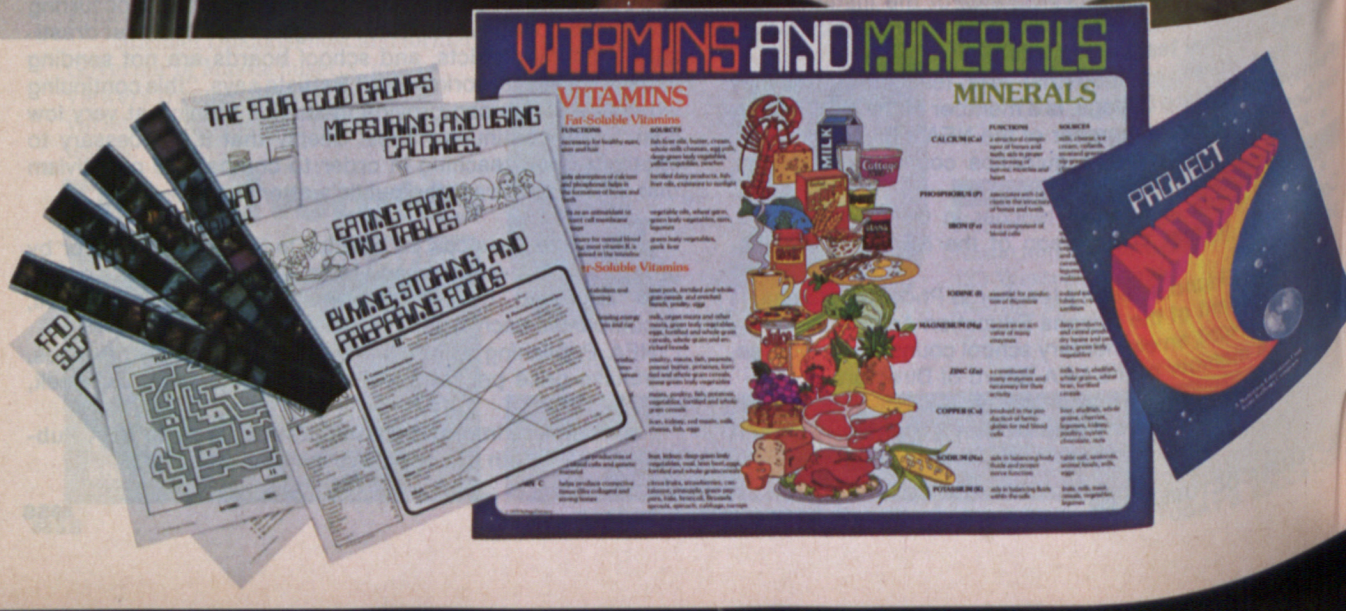

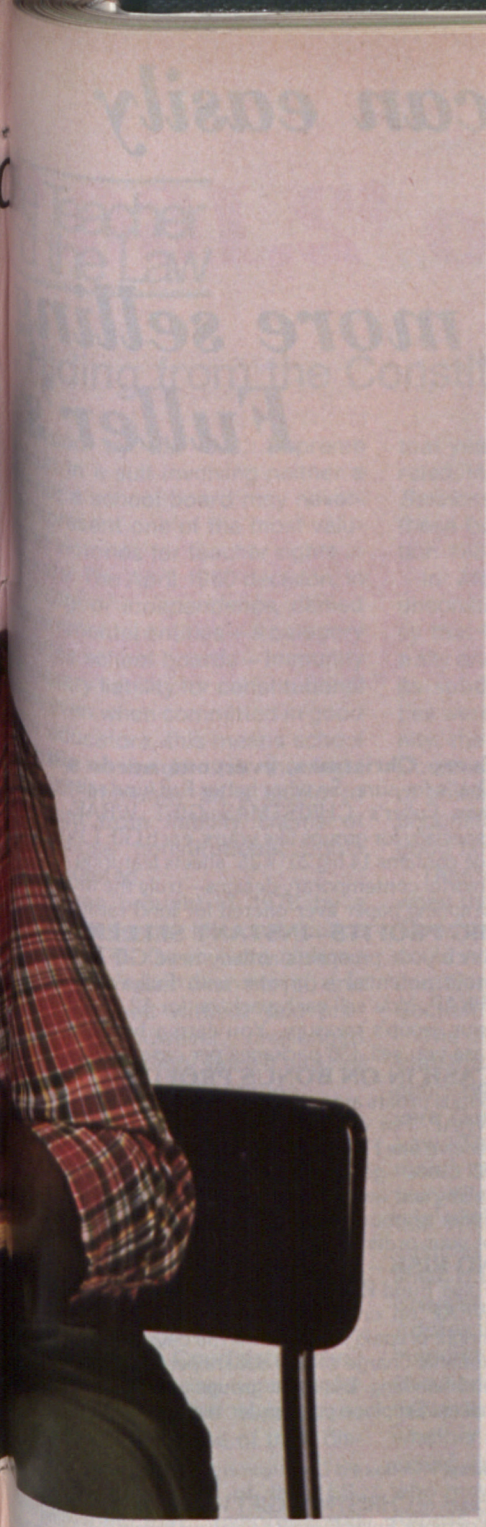

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CIRCLE QUICK-ACTION CARD NO. 60

lo Hiding from the Constitution

decision by the U.S. Supreme Court in a suit involving neither a cher nor a school board may never-ss represent one of the most valu-court victories for teacher rights in nt years. The April 1980 decision, in v. *City of Independence*, denied governmental entities—a category includes school boards—immunity monetary liability for constitutional ations even when committed in good . For educators, this means school ds may no longer use the legal ment of immunity as a shield to ect them from liability claims of hers whose constitutional rights been violated.

e suit was brought in 1976 by a er Independence, Missouri, police f, George D. Owen, who claimed d been dismissed from his job and ly stigmatized without due pro-. The city, however, challenged n's right to recovery since it had not ingly defied the Constitution.

the time of Owen's dismissal, in 2, the Supreme Court had not yet ded down the decisions which were tablish the due process rights of lic employees. The attorneys for In-dence argued, therefore, that the could not be held accountable for plying with them. (Later in 1972, in *rd of Regents* v. *Roth* and in *Perry* v. *dermann*, the High Court established right to name-clearing hearings for lic employees whose reputations damaged in the course of their dis-ials.)

e 42, Section 1983 of the U.S. establishes that "every person under color of any statute, ordi-e, regulation, custom, or usage of tate or territory" subjects another idual to the deprivation of a right anteed by the Constitution or law is e for the damages caused. In 1961, Monroe v. *Pape*, the Supreme Court cluded that local governments did fit the definition of *persons* as ed in Section 1983 and were there-not liable for damages when they ated someone's rights.

early two decades later, in 1978, serious barrier to individuals seek-relief from unconstitutional behavior local government was removed. In that year, the Court reversed itself and ruled, in *Monell* v. *Department of Social Services of the City of New York*, that these bodies were persons under Section 1983.

In *Monell*, the Court dealt with an unconstitutional citywide maternity policy that New York had established centrally and which it implemented through its subdivisions. Ruling that such entities were not entitled to absolute immunity, the court found the city liable. The Court left for another day the question of limited immunity, e.g., immunity for unconstitutional actions committed in good faith.

That day came on April 16, 1980, when the Court delivered its decision in *Owen* and ruled that local governments could no longer hide behind good faith immunity in the face of claims based on Section 1983.

The decision incorporated arguments that the NEA made in a friend-of-the-court brief it filed jointly with the Lawyers Committee for Civil Rights under Law. The Court ruled that the arguments for municipal immunity were contrary to the very purpose of the law. Justice William J. Brennan, Jr., joined by Justices Byron R. White, Thurgood Marshall, Harry A. Blackmun, and John Paul Stevens, wrote the majority opinion. Addressing the question of good faith immunity, Justice Brennan wrote, "The knowledge that a municipality will be liable for all of its injurious conduct, whether committed in good faith or not, would create an incentive for officials who may harbor doubts about the lawfulness of their intended actions to err on the side of protecting citizens' constitutional rights."

The city had argued that denying good faith immunity to local governments would inordinately inhibit them from acting in an intelligent, expeditious manner, since the threat of potential liability would intimidate officials into inaction. The Court agreed that assigning such liability to individuals might produce that effect but said that this possibility was "significantly reduced if not eliminated, when the threat of personal liability is removed"—as it is when a government official acts in good faith.

If the potential for liability does cause officials to analyze seriously the constitutionality of proposed actions, the law is in fact performing its function, the majority of the Justices concluded. "To criticize 1983 liability because it leads decision makers to avoid the infringement of constitutional rights is to criticize one of the statute's raisons d'être," they said.

The *Owen* decision means that school boards and analogous governmental bodies will increasingly have to respond to the substance of charges of unconstitutional behavior. Obviously, not every constitutional claim brought by a teacher will result in an award. The decision will now, however, be more likely to turn on the facts of the specific case than in the pre-*Owen* past.

In the last few years, the NEA Unified Legal Services Program has won a number of significant constitutional lawsuits on behalf of educators. These victories have often brought both large awards for financial damage and reinstatement of the teachers involved. Until *Owen*, however, the courts lacked a consistent response to the question of what kind of immunity was available to the defendant school boards. The *Owen* decision should remove a major roadblock to teacher advocates pursuing such lawsuits.

According to NEA Deputy General Counsel David Rubin, "This decision should encourage school authorities to err on the side of caution before taking action which may violate a teacher's constitutional rights. Their incentive to do so is particularly substantial because the decision rejects immunity for local governmental bodies not only from back pay awards but also from consequential damages generally. The decision is also gratifying because it holds that good faith immunity is not a defense for such bodies even where the action taken was valid under then current law and only later determined to be unconstitutional."

The knowledge that immunity no longer exists as an escape hatch may result in school boards' being noticeably more prudent about observing the constitutional rights of their employees.

—**Barbara Stein,** *NEA Teacher Rights.*

Research Clues

By JOHN H. HOLLIFIELD
Assistant Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore.

Do female students still lag behind males in mathematics participation and achievement?

Not by much, according to a national survey of 1,452 13-year-olds and 1,788 high school seniors funded by the National Institute of Education and conducted by the Education Commission of the States. In fact, no large sex differences were found for participation in math courses.

Among high school seniors, 37 percent of females had taken four years of high school math as compared to 41 percent of males. And among 13-year-olds, nearly 50 percent of each sex plans to take four years of high school math, and an additional 20 percent of each sex plans to take three years.

The researchers found some achievement differences for high school seniors. Males significantly exceeded females in ability to solve word problems. There were, however, no sex differences in performance in algebra or computation, nor were any differences found in tests of spatial visualization—the ability to visualize shapes and mentally move or rotate them. This finding is highly significant because previous studies have found such differences and have often cited them as being the primary reason that males dominate in mathematics.

Among 13-year-olds, achievement is a different story. Compared to males, females do better in computation and spatial visualization, as well on algebra items, and almost as well on problem-solving tasks. Coupled with the finding that 13-year-old girls plan to take as many math courses in high school as boys, these results imply a definite trend toward equality of males and females in math participation and achievement in school.

The study found three factors that correlate highly with participation in mathematics by both sexes:

- Positive attitudes toward math
- A perceived need for math in future career and educational plans
- Positive influence of parents, teachers, and counselors.

The study points out that teachers can have a large influence on students' attitudes toward math in general and that, for female students, teacher encouragement was one of the main factors influencing mathematics participation. It concludes that parents, teachers, and counselors need to understand and transmit to students the necessity to take math in order to keep their options open. They must also hold the same high expectations for female students as for males in order to provide a base for equal opportunity in scientific and technical careers.

See Jane M. Armstrong. "Achievement and Participation of Women in Mathematics: An Overview." Education Commission of the States, March 1980.

Do students who prefer open classroom instruction achieve better in open classrooms?

Yes, says this study of 285 students in 15 junior high school science and social science classrooms. The study measured achievement on a battery of inquiry skills at the beginning and at the end of the school year. It found that students who were in open classrooms and who preferred open instruction showed significantly greater gains in achievement than other categories of students.

The methodology of the study is complex but worth examining. The authors break down the contribution of four blocks of variables to determine how much each block contributes, over and above each previous block, to explaining the increase between pretest and posttest achievement scores. (A *block* is simply one measurement or several related measurements grouped under the same heading.) The chart below shows the relative contribution of the four blocks.

Block	*Variable(s) Represented*	*Percent*
1	Pretest performance score	18.2
2	General ability and sex	3.2
3	Actual openness	1.1
4	Congruence of actual openness with preferred openness	5.0

These results help to show the complexity of educational research in general. For one thing, pretest performance explains the greatest amount of achievement difference. This simply means that students who perform well on the pretest are likely to perform well on the posttest. Second, general ability and sex influence achievement significantly—a common finding in many studies. Third, openness of instruction in itself made no significant contribution to achievement. The contribution was significant, however, for students whose preference for open instruction matched the way they were being instructed. This finding supports the notion that "person-environment" congruence can enhance student achievement, a notion that researchers have often expounded but for which they seldom provide supportive data.

Finally, it is worth noting that the four blocks of variables fail to explain 72.5 percent of the variance in pretest and posttest scores of the students.

See Barry J. Fraser and A. John Rentoul. "Person-Environment Fit in Open Classrooms." *Journal of Educational Research* 73: 159-67; No. 3, January/February 1980.

Will students who prefer to learn by either auditory or visual methods achieve better if taught by their preferred method?

The evidence says No, according to this review of 22 research studies devoted to answering this question. Most of the studies were conducted with first, second, and third graders. The authors used auditory (phonics) reading instruction and visual (sight) reading instruction as the alternative teaching methods.

The hypothesis that teaching mode should match the learner's preference has been around for a long time, the authors note. They think many teachers, especially those in the learning disabilities field, may accept it as true. Of the 22 studies that they review, however, only two supported the hypothesis, 17 found no evidence of interactions at all, and three found evidence that either auditory or visual methods could be most effective even with students who preferred the other method.

Note that this review conflicts somewhat with the findings of the study reported immediately before this one, in which students who preferred open instruction seemed to achieve better in open classrooms.

See Thomas J. Kampwirth and Mari

Bates. "Modality Preferences and eaching Method: A Review of the Re-earch." *Academic Therapy* 15: 597-; No. 5, May 1980.

What happens to students' attitudes ard school as they progress from de one to grade eight?

his survey of almost 3,000 students e state finds that students' positive udes toward school decline as de level increases. On an attitude ale, first graders showed a mean atti-de score of 6.05 out of a possible 10, e seventh and eighth graders' com-ed mean score was 3.47. Students' des dropped almost consistently at ch grade level from one to eight. he study used an attitude inventory which students mark a happy, neu-, or sad face to indicate their re-nse to questions such as "What face ou wear when it is time for math?" survey measured attitudes toward ol and attitudes toward specific jects as well.

pecially large decreases in positive udes occurred between grades one two, four and five, and six and sev-ight. The decrease in positive atti-des toward school in general did not cur over, however, to specific sub-ts. Student attitudes toward math, ding, art, science, and other sub-ts did not decrease nearly as much their attitudes toward school in gen-. Attitudes toward social studies, wever, which were measured from de four on, were lower than all other ject attitudes and lower even than udes toward school in general in des four and five. Also, compared to attitudes, boys' attitudes toward ol in general were increasingly neg-across grade levels.

is survey's results have many impli-ns for teachers. First grade teach-should be aware that they are ving students who are generally ive and eager, but that this condi-is not a stable one that will auto-ally hold over into the second e. Teachers must encourage and ate these positive attitudes if they them to remain positive. Similarly, enth grade teachers should be re that students entering their de are at a critical point—the de-e in positive attitudes toward ol and toward specific subjects be-tween sixth and seventh grade is large and dramatic.

This survey points to definite problems for social studies teaching, as students show extremely low regard for this subject in grades four through eight. Teachers should seek ways to make their school and district supervisors and curriculum personnel aware of this problem and of the need to improve social studies relevance and teaching methods.

The study data imply strongly that teachers have the ability to maintain positive attitudes of students. The fact that student attitudes toward specific subjects do not (except for social studies) decline as rapidly as their attitudes toward school in general indicates that a teacher in any one classroom or subject area can successfully maintain positive student attitudes toward some aspect of learning.

See Tom Haladyna and Greg Thomas. "The Attitudes of Elementary School Children Toward School and Subject Matters." *Journal of Experimental Education* 48: 18-23; No. 1, Fall 1979.

Does the use of electronic calculators in classrooms increase students' academic performance and improve their attitudes?

This review of 34 empirical studies conducted at the elementary, secondary, and college levels finds that students show increased computational achievement when they are allowed to use calculators. The studies show no consensus, however, on the effects on their higher level conceptual achievement or attitudes. The author recommends that schools initiate programs to use the unique capabilities of calculators and to integrate use of calculators logically into the instructional process.

Teachers who allow calculators in class might want to address the question of whether they are simply letting students avoid the drudgery of computation (which may be appropriate) or whether they are going beyond simple computational use to try to realize the full benefits that calculator use might produce.

See Dennis M. Roberts. "The Impact of Electronic Calculators on Educational Performance." *Review of Educational Research* 50: 71-98; No. 1, Spring 1980. □

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CIRCLE QUICK-ACTION CARD NO. 27

Classroom Tips

By JANE TYLOR FIELD
Retired Teacher of English and Creative Writing.
Chula Vista, California.

These are suggestions made or collected by Ms. Field, and she urges NEA members to send in interesting and useful teaching ideas for possible use in future issues of Today's Education. *Ms. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals.*

Mail suggestions to Box CT, Today's Education, *1201 16th St., N.W., Washington, DC 20036.*

In January 1980, John Logsdon's U.S. history honors class at El Cajon Valley High School in California displayed greater than usual interest in the future 10 years hence. As part of a ritual for beginning a new decade, class members were present when a committee of school alumni dug up a capsule of prophecies they had buried on the school grounds 10 years earlier.

Even within only 10 years, nature and gardeners move dirt and plants around, so finding the right spot took a little time. (Nervous about a possible debacle after all the to-do, Logsdon said, "From now on, we'll have duplicates filed away, just in case.")

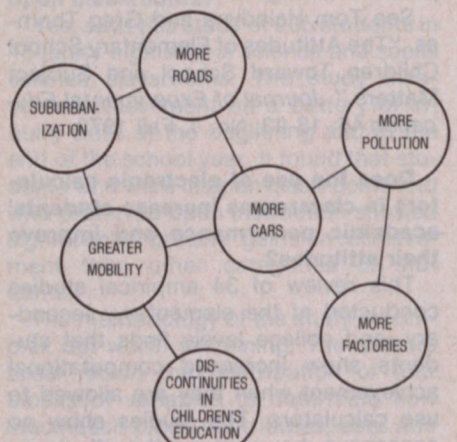
Unearthed at last, the predictions were read aloud. Some had come true: Communist rule in Southeast Asia, classrooms without windows, test-tube babies. Other ideas are still embryonic: a cure for cancer, picture telephones, living on the moon, a woman President of the United States.

Then Logsdon's current honors students in U.S. history worked in groups to develop a new set of prognostications about the 1980's. As their predecessors did the first time round, they wrapped the new list in foil and placed it in white plastic plumber's pipe with the end covers tightly secured. Logsdon set the date and appointed a committee to be on hand for the 1990 reading.

In Newport News, Virginia, Marty Rourke, an assistant elementary school principal, was concerned about how a lack of mental stimuli would affect children with high potential for creative or academic work. She knew of a University of Southern California study which showed that 250 gifted children, after being exposed to three weeks of extensive television viewing, exhibited a decrease in all forms of creative abilities that were measured.

The conclusion Dr. Rourke reached about the study was that mental abilities must have constant exercise and that schools must actively challenge students by helping them learn to organize ideas and knowledge in a meaningful way.

Here are some of the ways Dr. Rourke suggests to motivate learners with high potential. A brainstorming technique is to have each student choose a general topic, such as *energy, trees, hope,* or *cars,* and then draw a trend wheel showing the general effects of that topic.



Further exercises might be to imagine—in the manner of John Logsdon's history class in El Cajon—what the world will be like in A.D. 2000, to predict what inventions will be made in the next 10 years, or to identify what contemporary products and inventions we could easily do without.

In connection with the reading necessary for these kinds of projects, Dr. Rourke stresses asking students questions that necessitate comprehending, interpreting, making inferences, predicting outcomes, determining cause and effect, and drawing conclusions.

When students are reporting on fiction they have read, Dr. Rourke continues, keep them from dwelling on the plots. Let them instead write new endings or describe the most important parts or tell what they have learned from the books. Too much creativity on this type of assignment can, of course, mean simply that the students have not read the books at all. Teachers who are well acquainted with the books assigned, however, will not be taken in.

Dr. Rourke also reminds us that since we learn to read by reading, teachers should urge parents to encourage their children to read. They can suggest to parents that they do some of the following things:

- Turn off the television during certain hours each day.
- Make reading material available—newspapers, magazines, encyclopedias.
- Remind parents, subtly or otherwise, that books make great gifts, that most youngsters enjoy having their own libraries.

A new game on the order of *Monopoly* is useful for students of economics, social studies, and math. It appeared first in France where the French actually called it *Business.* In the United States, courtesy of Time, Inc., it is known as *Fortune 500.*

By playing the game, students find out what running a business corporation is like. They learn to make shrewd investments and to develop managerial acumen and economic foresight. The player whose corporation first triples in value wins the game.

By throwing dice, from three to eight players take turns making corporate decisions. Players do business with firms such as Mobil, Aetna Life and Casualty Insurance, H. J. Heinz Co., Wells Fargo Bank, Southern Pacific Company, Pan American Airways. Each player has a certain amount of capital to start with and, as the game progresses, may contract for factories, raw materials, units of energy, services, loans, etc., or may be threatened by any of a number of real-life economic crises.

Win or lose, the players learn about the processes of running a firm. *Fortune 500* costs about $20. For information on its availability, write to Editions Fenwick, 75 E. 55th St., New York 10022.

On a smaller but possibly more realistic business scale, student craftspersons who have run out of ideas about

at to make in wood shop might find
ration in neighborhood gift and an-
e shops. There they will find for sale
y small wooden articles: quilt racks,
onary stands, wooden toys.

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merica, plays an important role in
ing many high school students
retailing and giving them a
ce to get some practice at selling.
y elementary and junior high school
dents ought to know about the Club
ey can look forward to participat-
n it.

cille Miller, who was DECA coordi-
r at the Sylvan Hills Senior High
ol, North Little Rock, Arkansas,
e her retirement, writes that DECA
bers themselves are carrying the
age in that area. Invited by school
pals to talk with youngsters from
grade up, they explain the Club
ram, demonstrate their under-
ding of such things as job and
l security application blanks, and
a slide presentation about DECA.
e process, they emphasize the de-
ility of everyone's trying for interest-
bs, regardless of sex stereotypes.

A continuing theme in our corre-
idence is friendly cooperation be-
en students and older generations in
eloping an appreciation for commu-
ir past histories. For instance,
ne Cronyn of Borrego Springs Uni-
d High School in California writes
out the help that the retirees who live
their desert community have given
eighth grade social studies classes.
ese older persons, many of them
way from their own grandchildren,
been eager to share with the
es their knowledge of local history,
ntology, biology, and especially
personal experiences of life in the
rt in the "early days," when the
refrigeration was supplied by a
of ice under a piece of canvas—
in an area where summer tempera-
s often rise to above 50° C.
anks to all this firsthand informa-
and to their own research, the stu-
t last year published a book, *Borre-
o Borrego and Beyond.* It contains
ons on desert plants, animals, Indi-
e, places to go, and homesteading.
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Census '80: Continuing the Fact-finder Tradition. Charles P. Kaplan and Thomas Van Valey. Provides the context within which the decennial censuses were conducted; focuses on concepts and principles that are fundamental to the ways that census data are collected and tabulated; also provides an overview of the 1980 census and discusses the uses of census data, primarily by using the 1960 and 1970 decennial censuses. Stock No. 003-024-02262-1. 1980. 490 pp. $7.50. Supt. of Documents, U.S. Govt. Printing Office, Washington, DC 20402.

The following publications are available from Phi Delta Kappa, Box 789, Bloomington, IN 47402. 1980. 75¢ each (quantity discounts available).

Citizenship and Consumer Education: Key Assumptions and Basic Competencies. Richard C. Remy. Explores the relationship between our roles as citizen and consumer. Calls for new approaches in the social studies curriculum to fuse citizenship education with consumer education. 45 pp.

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Intercultural Education. David S. Hoopes. Provides a model for looking at intercultural education from a global perspective. Examines several curricular approaches and lists resource centers. 38 pp.

Counting on You: The United States Census. Madelyn Klein Anderson. Explains what the census is—its history, purpose, and methods. Addresses the problems of taking a census: finding people, sending materials to everyone, ensuring the returns, and processing and coordinating the data. Discusses the use of census information. Fourth grade reading level. 1980. 96 pp. $7.95. Vanguard Press, Inc., 424 Madison Ave., New York 10017.

Hints for Teaching Social Studies. Joan Marie Brown. Suggests teaching ideas and techniques for upper elementary grades through high school. Includes seven major areas: teaching ideas and student activities, American history teaching ideas, American minorities and social problems, economic and consumer education, career education, directed studies, and ideas for teaching about the federal government. 1980. 80 pp. $4.35. Silver Burdett Co., 250

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nes St., Morristown, NJ 07960.

The Newspaper: An Alternative Textbook. J. Rodney Short and Bev Ekerson. Designed to motivate students to read the newspaper and to recognize it as a source of practical information. Focuses on each section of the newspaper. Includes a research and comprehension project based on each section's content. 1980. 122 pp. $5.50. Human Learning, Inc., 6 Davis Dr., Belmont, CA 94002.

Racism and Sexism: Responding to the Challenge. Edited by Richard L. Ochs and Gloria Contreras. Discusses how social studies educators and others in the 1960's and 1970's responded to conditions of racism and sexism in the United States. Asks such questions as What did society and social studies education do about combating racism and sexism? How successful were these efforts? What gains were made? and What inequities still exist? 1980. 96 pp. $5. Natl. Council for the Social Studies, 3615 Wisconsin Ave., Washington, DC 20016.

Renaissance Italy. Anton Powell. Discusses important developments that evolved during the Renaissance. Highlights achievements in areas of trade and exploration, art and architecture, and science and medicine. Fifth grade reading level. 1980. 48 pp. Warwick Press, 730 5th Ave., New York 10019.

Slave Religion: The "Invisible Institution" in the Antebellum South. Albert J. Raboteau. Designed to serve as a thought sketch for further, more extensive examination of Afro-American religion. Explores such questions as What were the origins of Black religion in America? What aspects of African traditions did the slaves retain? How did African conversion to Christianity take place? and What was distinctive about religion in the slave quarters? 1980. 382 pp. $15.95. Oxford Univ. Press, 200 Madison Ave., New York 10016.

Transplanted Chinese Children. Mary Lee Sung. Discusses Chinese immigrant children. Describes family, school, and neighborhood life; problem areas such as cultural education, bilingual conflict, and gangs; support systems such as after-school programs and peer groups; changing status and roles; and social and psychological adjustment. 1979. 206 pp. $7. Department of Asian Studies, The City College, CUNY Univ. of New York, New York 10031. □

Books

The Classroom Survival Book: A Practical Manual for Teachers by **Margaret Martin Maggs.** New Viewpoints/Franklin Watts. 192 pp. $9.95; paperback, $6.95.

Teaching School: Points Picked Up by **Eric W. Johnson.** National Association of Independent Schools. 219 pp. Paperback, $8.95.

Every teacher knows that the art of teaching is more than instructing children. Maintaining order, grading papers, filling out forms, and dealing with the public are also functions of almost every instructor. *The Classroom Survival Book* and *Teaching School: Points Picked Up* both suggest some practical methods of dealing with these noninstructional duties.

Margaret Martin Maggs describes teaching as "that magic blend of science and performing art." Her *Classroom Survival* leans heavily on the science, suggesting efficient ways of dealing with papers, students, supervisors, and parents. The book is organized like a text; each chapter includes exercises and homework. Most of the information is so basic that experienced teachers will have arrived at their own solutions to the problems Maggs presents. Still, the questions she raises are ultimately those of accountability, responsibility, and liability—issues that any teacher will need to reexamine from time to time.

The book might particularly help prospective teachers or spark discussion at the faculty lunch table, for Maggs raises many more questions than she answers. She points out "the day-to-day reality of classroom problems" but offers only guidelines rather than solutions. She is careful to remain objective and to stick to generalizations when discussing grades, plans, homerooms, and supervisors. Although her questions may prompt the reader to find answers, she seldom offers them herself.

That Maggs regards teaching as a challenge is perhaps a result of her work in New York City schools. She offers her book as a guide for meeting the challenge realistically.

Instead of focusing on survival, Eric Johnson aims at showing how teaching can be enjoyed. He starts *Teaching School* by suggesting to readers that they "begin school as if [they] had just heard good news." The same upbeat tone permeates the entire book. Johnson discusses reporting, planning, and general classroom management as though they were vital and interesting aspects of education rather than just routines. He does not hesitate to make his opinions known, and he blends general suggestions with pointed examples drawn from his 30 years in Quaker schools.

Order, interest, spirit, and discipline provide the framework (and beginning chapter headings) for Johnson's text, and he stresses the element of humanity in each area while never sounding overly idealistic. No advocate of what open education has come to mean, he clearly believes nonetheless in maintaining close contact with the needs and interests of his students while running a well-ordered classroom.

Heading each chapter are quotations from Abbie Hall's 1891 work, *Points Picked Up*, which proves that Johnson's brand of lively and effective education has been around for a long time. (Johnson explains that of 200 books on teaching he has recently read, Miss Hall's is the one "crisp, readable, practical" book on the subject. He reprints it in its entirety as an appendix.) Howard Coale's illustrations (What teacher has not sailed through the perilous "Straits of November"?) complete a warm, informative, and practical text "for anyone who is teaching, wants to teach, or knows a teacher."

Reviewed by **Christine Kindl,** *English teacher, Homer-Center Junior and Senior High School, Homer City, Pennsylvania.*

The Unexpected Minority: Handicapped Children in America by **John Gliedman** and **William Roth** for the Carnegie Council on Children. Harcourt. 517 pp. $17.95.

The fifth and last report of the Carnegie Council on Children has the potential of raising an emotional as well as a political clamor in the educational establishment. In their analysis of why we treat our disabled citizens as we do, social scientists John Gliedman and William Roth make an important contribution to the war to change social attitudes.

The issue of discrimination, the authors say, encompasses issues ranging from "outright prejudice" against the handicapped through job bias to "well-meaning but destructive misconceptions that exaggerate the true limitations of many handicaps." Offering the view that disabled children are more like other children than different from them, the authors call for the reevalua-

Books

(continued)

tion of the disabled in political terms such as those the civil rights movement embraced.

Gliedman and Roth leave no segment of society untouched in their scathing indictment of the insensitivities many people exhibit in dealing with the disabled. Although they emphasize that they credit professionals, including physicians and educators, with doing far more good than harm to the disabled, they leave the impression that they feel even the "good" has been minimal at best.

Professionals who patronize parents distress both Gliedman and Roth, who say, "We believe that professionals should treat parents as adults," and they encourage parents to stand up for their rights. The chapters entitled "Special Education at a Turning Point" and "The Handicapped Child in School," which suggest that schools stifle intellectual achievement for the handicapped in the name of misguided realism, offer some of the most thought-provoking reading in the book.

The book's weak point in making recommendations about the education of the handicapped lies in the authors' unfortunate advocacy of the voucher system as the way for parents to gain more responsiveness from the schools. The NEA has for some time been on record against the voucher system because of its potential for destroying public education.

Gliedman and Roth call for major changes in public institutions and policies, emphasizing their total advocacy of the rights of the handicapped. While it is difficult to resist their views, implementation of their recommendations would be most difficult, given today's straitened economic circumstances and the drag exerted by traditional ways of thinking. This is not to minimize, however, the importance of *The Unexpected Minority*'s conclusions.

Reviewed by **Georgia L. Gibson,** *special education teacher, Edgewood High School, Atco, New Jersey; NEA director; and chairperson, Committee on Special Education of both NEA and the New Jersey Education Association.*

The ABCs of Literacy by **Stephen N. Judy.** Oxford. 361 pp. $15.95.

Writing for a general audience of parents, administrators, and teachers, Stephen Judy, former editor of the *English Journal*, attempts to sell, in the disenchanted, pragmatic 1980's, ideas generated in the turbulent sixties and early seventies. He urges a "major overhaul of the aims and methods of literacy instruction."

Thoughtful and informative chapters describe the misuse of standardized test scores and the well-meaning but misguided calls for teaching the "basics" and establishing minimum competencies (which all too frequently become *maximum* competencies). Judy uses these discussions to prepare the ground for his presentation of "dimensional literacy" education, an approach which, he says, will identify and teach the competencies that young people need in order to function well in the world of today and tomorrow.

He proposes that we think forward to what we want our schools one day to be and then work step by step toward our goals, doing now what we can do within the present school framework. He includes unit plans and reading lists—elementary and secondary—that teachers will find useful whether or not school districts ever try to implement Judy's overall plan.

Judy's utopian school is interdisciplinary, ungraded, individualized, and richly fed by community interests and resources. It seems a world away from today's reality, which is defined at least in part by parents who want the schools to supervise their children closely, teach them how to get high Scholastic Aptitude Test scores, and ensure that they write papers without errors in spelling or grammar. Such *real* schools reflect the community's interest in keeping children occupied until they are old enough to work or go to college—at the least possible expense to the community.

I am afraid that *The ABCs of Literacy* is a book out of its time—whether behind or ahead, I cannot say.

Reviewed by **Joyce S. Rocks,** *English teacher, Langley High School, McLean, Virginia.*

Censors in the Classroom: The Mind Benders by **Edward B. Jenkinson.** Southern Illinois. 184 pp. $12.50.

While its message is laudable and important, *Censors in the Classroom* is so dominated by dull, repetitious quotations that most people will never finish reading it. For the book not to be read, however, would be a shame, because Americans need to learn of the threat to their intellectual freedom and of the myriad real and would-be censors among us. Every school and public library should own this book, and every teacher should read at least parts of it to learn just what the censors are attacking in their drive to "purify" America.

Jenkinson lets the censors speak for themselves, quoting endlessly from local newspapers and from the publications of the more than 200 organizations that would censor offerings in our schools today. The censors' writing styles, however, are as lamentable as their goals. Still, they often succeed, and that is frightening. For example, the Coffee County, Tennessee, school board approved the removal of *Drums Along the Mohawk* from an assigned reading list because the book includes the words *damn* and *hell*. That was in 1976!

The best parts of *Censors in the Classroom* come toward the end, where Jenkinson, still objective, adds a few comments of his own. The most important point he makes is that censors cannot stand the light of publicity; they are most effective (I think most dangerous) when they are simply a few individuals getting a book banned from a school without anyone else's knowing about it. This happens because some administrators (too many, in my opinion) will not fight alone to uphold academic freedom. (In fact, too many administrators, in my view, seize on parental complaints to do a little censoring in line with their own prejudices.) When the censors must make their cases openly, however, as in public hearings or courtroom judgments, they usually end up with a decision that is in favor of academic freedom.

Teachers who think, as I did before reading this book, that an attempt at censorship will never be made on them should think again. Jenkinson includes a clipping about censorship from just about every part of the country. Many of them are so foolish as to be comic, until you find that the offending book was actually removed from the school, thus spoiling the joke.

Consequently, my advice to teachers is to read as much of the book as they can bear. They should skim the first two-thirds to get to the chapter on "The Student's Right To Know and the Teacher's Right To Teach" and the following chapter on protecting these rights.

It's important.

Reviewed by **John M. Gray,** *chairman, English Department, Nauset Regional High School, North Eastham, Massachusetts.*

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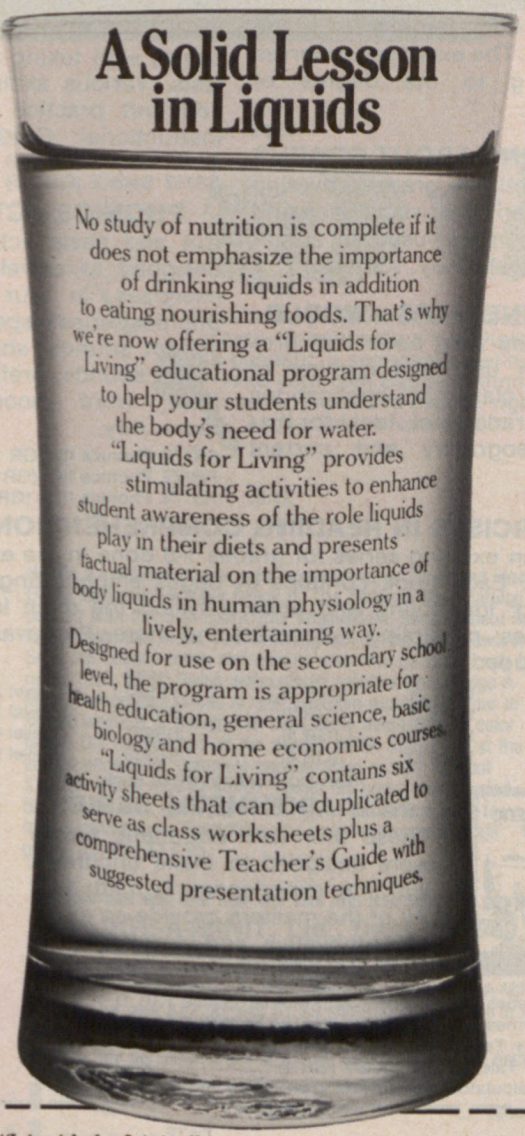

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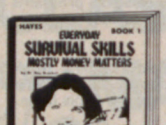

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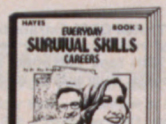

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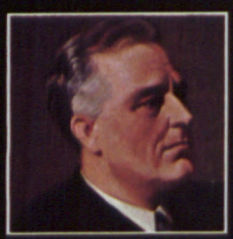

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